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ABSTRACT

In fall 1995, a study was conducted of students who transferred from California community colleges to the University of California at Los Angeles (UCLA) to determine their academic performance and to explore the nature of their adjustment. Two transfer populations were examined: students enrolled in the Transfer Alliance Program (TAP), a program run by UCLA to prepare community college students to transfer in as juniors, and traditional transfer students with no prior TAP experience. Questionnaires were administered to 868 students who had transferred to UCLA in fall 1993, soliciting information on students' characteristics, community college experiences, and UCLA experiences. Based on responses from 49 TAP and 201 non-TAP students, the study found that 77% of TAP and 59% of non-TAP students were of traditional college age (i.e., younger than 24). In addition, while the mean grade point average (GPA) of TAP students was significantly higher in high school than non-TAP students and slightly higher at their community college, it was slightly lower at UCLA. TAP students were also more likely to have had positive experiences with academic counselors at community colleges and were more likely to approach faculty outside of class. Non-TAP students were more likely to use academic tutoring and to have higher levels of academic involvement. Contains 33 references. Appendixes provide a list of colleges participating in TAP, a description of TAP, the survey instrument and cover letters, and tables of survey responses. (HAA)

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Making the Transition: An Exploratory Study of Academic Achievement, Involvement, Adjustment, and Satisfaction of Transfer Students at UCLA

Report Presented to

Edward A. Alpers, Dean
College of Letters and Science
Honors and Undergraduate Programs

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October 19, 1995

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ABSTRACT OF THE STUDY

Making the Transition: An Exploratory Study of Academic Achievement, Involvement, Adjustment, and Satisfaction of Transfer Students at UCLA

The primary purpose of this study was to investigate how students who transferred from California community colleges to the University of California at Los Angeles (UCLA) in Fall 1993 performed academically and to explore the nature of their experiences in adjusting to UCLA. This cross-sectional study examined two transfer populations: 1) students enrolled in the Transfer Alliance Program (TAP) at the community college and who were accepted to UCLA as TAP-certified students; and 2) traditional transfer students who had no prior TAP experience.

For this study, nine TAP colleges were represented. The final sample included 49 TAP and 201 non-TAP students. Descriptive statistics, frequency data, test of significance, and factor analysis were used to ascertain differences by group membership (i.e., TAP or non-TAP) and age group (i.e., traditional or non-traditional). A 104-item questionnaire was administered to students during Winter quarter 1995. The questionnaire was divided into four categories: background characteristics, community college experiences, UCLA experiences, and open-ended questions.

The findings of this investigation provide evidence that TAP students are more likely to have contact with faculty at the community college and perceive positive experiences in obtaining useful information from their academic counselors. At UCLA, TAP students tend to have lower levels of social and academic involvement and tend to have more agreement of experiencing difficulty in the adjustment process.

Based on the findings of this study, it was concluded that students who participate in the TAP program at the community college are likely to experience higher levels of. difficulty adjusting to the new institutional and environmental culture of UCLA. Factors such as increased academic demands, large lecture classes, coping with new services not provided to them (e.g., assigned faculty advisor, assigned academic counselor) are a few obstacles that require them to make adjustments. The principle underlying the adjustment process is the greater the dissimilarity between the student's previous experiences and present situation, the greater the adjustment will be required.

INTRODUCTION

The 108 public community colleges in the state of California enroll over 1.1 million students, or one-fifth of the total student population in American community colleges (The Chronicle of Higher Education Almanac, 1995). American community colleges play a vital role in providing a variety of services to students. The curriculum of community colleges is diverse and includes transfer education, occupational and technical training, literacy development (or compensatory education), and lifelong learning (Cohen, 1990). Most importantly, these institutions provide low-cost, high-quality postsecondary education for America's low income youth and new immigrants and are thus a major point of entry into higher education (Koltai, 1993). Advocates of community colleges argue that these institutions offer access to higher education to those students with few alternatives -- socially disadvantaged and academically ill-prepared high school graduates who would otherwise be barred (by virtue of costs and academic requirements) from attending four-year colleges and universities (Cohen and Brawer, 1982; Sawyer and Nickens, 1980).

Numerous studies have been conducted on transfer student populations at universities and colleges across the United States (Cejda, 1994; Cohen and Brawer, 1989). One argument advanced by educational researchers is that many who transfer from community colleges to four-year institutions have difficulty adjusting to rigorous academic demands (Keeley, 1993; Townsend, 1993) and often feel socially alienated. The term called "transfer shock" (Knoell and Medsker, 1965) was used to characterize the temporary dip in grades manifested by students during the first or second semester after transferring to a senior institution. Some studies maintain that students are handicapped by starting in community colleges because these institutions do not provide opportunities for student involvement, lack residential facilities and have large populations of relatively underprepared students, part-time students, and part-time faculty members (Astin, 1985).

Given the wide variety of educational opportunities provided by two-year colleges, the transfer function plays a critical role in providing the initial access for underrepresented and low-income students to pursuing the baccalaureate degree. Although transfer students tend to share similar characteristics (e.g., are ethnic minorities, low-income, and of non-traditional college-age), their community college experiences will differ depending on whether they intend to transfer or not. A student's path to meeting the course requirements to transfer can vary. In California, students can enroll in non-honors courses in the community colleges and complete the Intersegmental General Education Transfer Curriculum (IGETC) requirements and transfer to a senior institution (e.g., University of California and the California State University). Another option for students is enrollment in an honors or scholars program at the community college, while pursuing the prerequisites for transfer. The Transfer Alliance Program (TAP) is an example of such a transfer admission program offered by the University of California at Los Angeles (UCLA). Among the variety of transfer programs offered by the nine University of California (UC) campuses, TAP specifically prepares students at participating community colleges to transfer to UCLA as juniors.

Description of the Transfer Alliance Program (TAP)

Historical Perspective

During the early 1980s, efforts were made by the University of California, and the University of California at Los Angeles (UCLA), in particular, to determine ways to promote effective transfer to the University to foster retention and academic success after transfer with a focus primarily on ethnic minority students. In 1985, the Center for Academic Interinstitutional Program (CAIP) at the University of California at Los Angeles (UCLA) initiated the Transfer Alliance Program (TAP) in conjunction with the College of Letters and Science and the Office of Undergraduate Admissions and Relations with Schools (UARS) as a means of strengthening the transfer function and the role of faculty in selected community colleges in the Los Angeles area, most of which enrolled large numbers of students from underrepresented ethnic groups (California Postsecondary Education Commission, p. 36, 1990). According to Ackermann, (1989), the specific goals of TAP are as follows: 1) stronger student academic preparation and curriculum planning; 2) focus on achieving the baccalaureate degree after transfer; 3) increased achievement of academic skills needed for success in the major; and 4) faculty participation in all the above.

Early documents published by California Postsecondary Education Commission (CPEC) described TAP as a program that would publicize the community colleges as a viable route to the baccalaureate degree (1990). Students who otherwise were not admitted to UCLA as freshmen were sent a "Community College Option Letter" informing them that upon successful completion of TAP at a participating community college, they were guaranteed priority admission to the College of Letters and Science at UCLA. Student enrolled in TAP are provided services that link them with UCLA in an effort to introduce and familiarize them with various campus services and facilities.

The purpose of TAP was to create a curricular articulation agreement between the California community colleges and UCLA with its emphases on the development of an enriched academic curriculum with faculty leadership, support of the academic senate, and linkages with student services, particularly academic counseling (Banks and Byock, 1991). Currently, 20 California community colleges participate in TAP by offering a core of enriched courses to meet general education requirements as well as prerequisites for majors in the College of Letters and Science (Refer to Appendix A for a listing of TAP colleges).

At each participating TAP college, the program is headed by a faculty director and is supported by a team of faculty, a senior administrator, and a counselor. The 20 faculty directors and TAP counselors meet regularly with UCLA counterparts to discuss program policy and practice (Banks and Byock, 1991).

What Does TAP Offer Students?

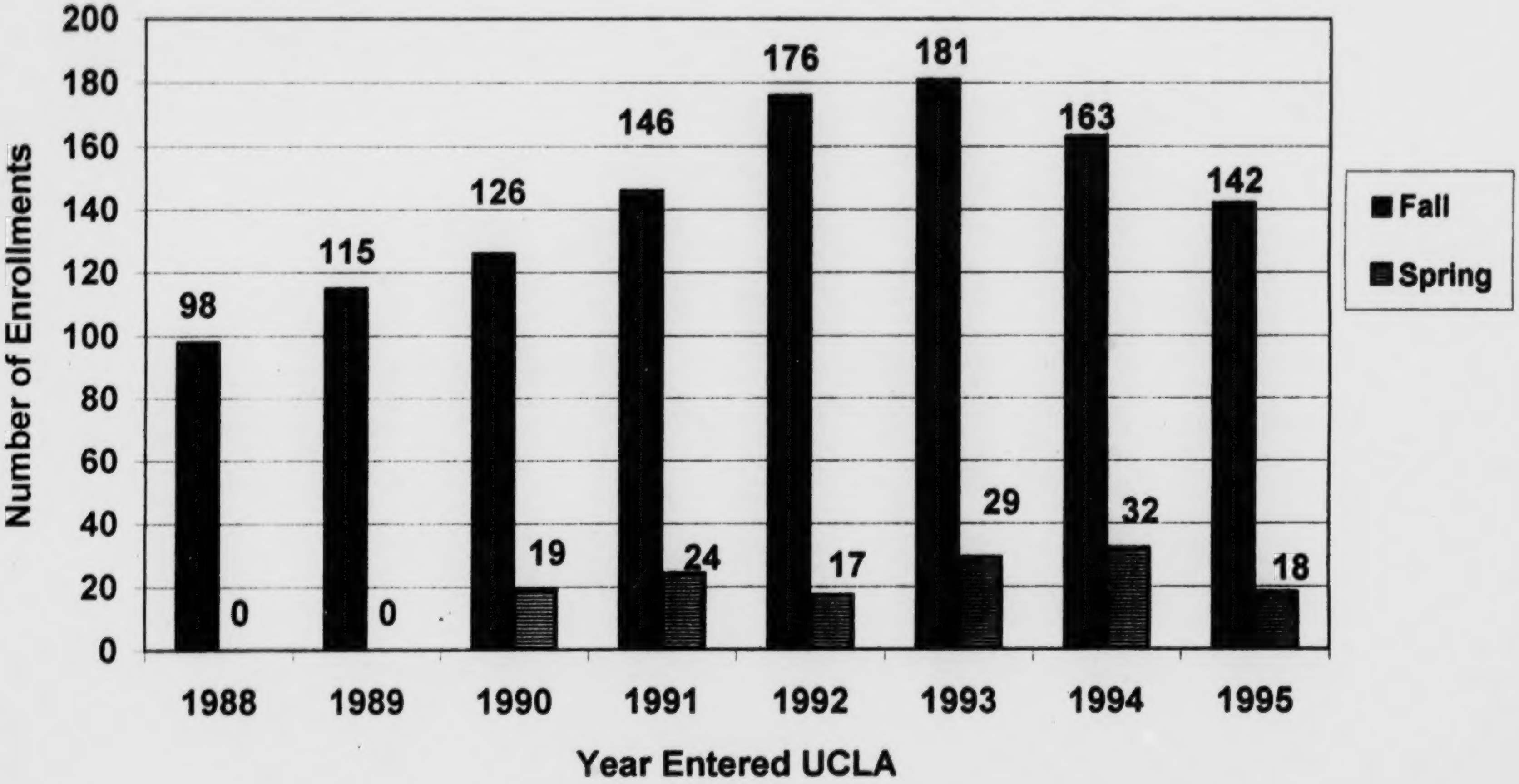
A report published by the University of California (1992, p. 15-16) described TAP as a program that prepares students at participating community colleges to transfer to UCLA as juniors. Students who participate in this program complete a rigorous academic program at the community college. Specifically, the curriculum for TAP consists of a core of enriched general education courses which require students to engage in writing, reading, and research which is more extensive than that offered in general transfer courses (Bank and Byock, 1991). Generally, TAP courses are limited to 25 students in an effort to enhance the interaction between faculty and students and among the students. TAP students have designated faculty and academic counselors that help them plan academic programs that meet general education, pre-major requirements and the Intersegmental General Education Transfer Curriculum (IGETC). Students who successfully complete the program are given priority consideration for admission to the College of Letters and Science at UCLA. An advantage of being a TAP student is the abundance of opportunities to learn more about UCLA through meetings with UCLA counselors, faculty, and students, including students who transferred to UCLA from the same community college. Additional privileges TAP students have include the use of the UCLA library and participation in cultural and sporting events on campus.

Elements of the Transfer Alliance Program

The most recent TAP publication describes the three elements of the program at the community college level: 1) structure and administrative support, 2) academic standards; and 3) student recruitment and services (UCLA, 1993). For UCLA, the program components and responsibilities can be conceptualized in three areas: 1) admission liaison; 2) college liaison; and 3) faculty liaison. (Refer to Appendix B for a complete description of the elements and program components and responsibilities of TAP).

Although TAP was initiated in 1985, the first cohort of TAP certified students transferred in Fall 1988. Figure 1 illustrates the number of TAP transfers during the Fall and Spring quarters beginning in 1988. Beginning Fall quarter 1988, 98 TAP students enrolled; 115 in 1989; 126 in 1990; 146 in 1991; 176 in 1992; 181 in 1993; 163 in 1994; and 142 in 1995. Beginning in Spring quarter 1990, 19 TAP enrolled; 24 in 1991; 17 in 1992; 29 in 1993; 32 in 1994; and 18 in 1995 (OAPB, 1995).

TAP Enrollments at UCLA Since 1988



Source: UCLA Office of Academic Planning and Budget, 1995.

A Review of the Literature

Community colleges have been the nation's primary site of access to higher education (Eaton, 1994). Because of their open-door policies, community college enrollment increased from 4.5 million in 1985 to 5.7 million in 1992. According to the American Association of Community Colleges (AACC, 1994), of the 12 million persons enrolled in undergraduate higher education in the United States today, over 43 percent attend community colleges. It is further estimated that about five percent of the total U.S. population is enrolled in higher education, and over two percent of this college-going population is enrolled in community colleges (ibid.).

The transfer function of the California community colleges is paramount to maintaining access to higher education by providing the lower division coursework for a baccalaureate degree for those students who may be ineligible for admission to a four-year college or university from high school (Cepeda and Nelson, 1991). For California community colleges, their open access, non-selective admission philosophies, and diversified curricula continue to be the segment which enables underprepared, immigrant, older (non-traditional), and low-income students initial access to higher education. Given the complexities of the changing demographics of students at the community college and the transfer cohort to senior institutions, research on these students is warranted.

Since 1988, the proportion of junior transfers to UCLA from California community colleges has increased from 63 percent in 1988 to 83 percent in 1992 (UCLA, 1993, p. 3). In addition, the number of transfers has increased during this time from 1,809 in 1988 to 2,013 in 1992, an increase of 11.3 percent (UCLA, 1993). Reasons for this occurrence may be attributed to the increases in students fees and the increase competitiveness of the freshmen admission process, thus making the community college route a viable and favorable option to complete their lower division coursework.

Much research has been conducted pertaining to the transfer adjustment process (Ackermann, 1989; Breyer, 1982) and the experiences of "transfer shock" among community college students at four-year colleges and universities (Cejda, 1994; Keeley and House, 1993; Diaz, 1992; Nolan, 1978). A majority of the research in this area focus on the differences between native and transfer students' academic achievement as measured by the traditional grade point average (GPA) (Graham and Hughes, 1994; Best and Gehring, 1993; Hughes and Graham, 1992). Many of these studies found that transfer students tend to experience a dip in grades during their first or second semester at the senior institution. Students attending a four-year college or university are most often required to make numerous adjustments in terms of class and campus size, academic rigor, and institutional culture. Other researchers have found that a transfer student's entering community college GPA is a strong positive predictor of a students' academic performance at the university (Graham and Hughes, 1994).

Although there is an abundance of literature that examines transfer students from community colleges who experience transfer shock at the four-year institution, little has focused on the area of the social and psychological adjustment process. Specifically, for TAP students at UCLA, studies have focused on predictors of students' academic achievement (Ackermann, 1989) as measured by GPA. Other studies have focused on the effects of TAP on its colleges, faculty, and students (Banks and Byock, 1991). Because the transition from a two- to a four-year institution is a complex one, understanding this process beyond GPA measurement is essential. Toward this end, researchers have employed case study methodologies (Townsend, 1995) to better understand the obstacles of transfer and retention of community college students at the senior institution.

Studies Focusing on UCLA Transfer Students

Several studies looking at community college transfers at UCLA have been conducted in the last seven years. Jacobi (1988) explored the factors that facilitated a successful transition to UCLA among transfer students. This study utilized focus groups with an interview protocol developed by Student Affairs Information and Research Office (SAIRO) in collaboration with UCLA College of Letters and Science (L&S) Counseling and the Center for Academic Interinstitutional Programs (CAIP). The questions were ordered chronologically so that students were asked first about their experiences prior to entering UCLA, their initial transition to UCLA, and their current experiences at UCLA. The sample included 68 students who transferred in Fall 1986 or later. As a result, the following six problem areas for transfer students were identified (Jacobi, 1988): 1) prospective students lacked information about UCLA; 2) many students experienced academic difficulty at UCLA; 3) students experienced high levels of stress and loneliness; 4) support services for students were poorly coordinated at UCLA; 5) academic counseling is a major need and concern for transfer students; and 6) transfer students generally displayed a lack of concerns about or preparation for graduate school.

A year later, Ackermann (1989) conducted a longitudinal study of community college transfer students who participated in the UCLA Transfer Summer Program and examined their academic progress and social and cultural adjustment to UCLA. Ackermann found that students attributed their positive academic, social, and cultural adjustment to their prior experience with TSP having adequately prepared them.

In another study, Ackermann (1989) examined the characteristics of students who transferred as juniors from California community colleges to UCLA in Fall, 1988. Students who participated in TAP were a primary focus. Specifically, Ackermann examined students' performances after transfer in relation to their prior performances and determined the extent to which differences in performance at UCLA could be attributed to the personal characteristics of students, their prior educational experiences and achievements, and/or characteristics of the transfer institution. In terms of students' entering (or advanced) community college GPA, Ackermann found that both TAP and non-TAP students entered UCLA with GPAs above 3.1. TAP students had an entering GPA of 3.38 and non-TAP students had an entering GPA of 3.18. In addition, Ackermann (1989) found that compared to students not participating in TAP, TAP students maintained significantly higher UCLA grade point averages (2.99 versus 2.70). In terms of student persistence rates, Ackermann found lower attrition rates for TAP students overall.

Although the three studies previously described focused on transfer students at UCLA, a study conducted by Banks and Byock two years later specifically examined the components of the Transfer Alliance Program (TAP) to assess the effects of the TAP on its participating community colleges and on the students who are or have been enrolled in the program (1991). The main focus of the research was to examine the extent to which the interinstitutional nature of the program influenced the TAP college. Moreover, they explored the extent to which TAP influenced the curriculum, teaching styles, and the interactive climate between students and college staff. The evidence suggested that TAP was highly institutionalized in colleges which possessed sufficient allocation of human, fiscal, and physical resources (Banks and Byock, 1991). In terms of curriculum and teaching styles, TAP faculty and non-TAP faculty differed in how they taught in their classrooms. There was a greater emphasis by TAP faculty on student-based teaching and a more student-focused classroom. The academic demands required students to be exposed to extensive writing exercises, research, and readings by implementing diverse approaches to learning.

A more recent study (Pace and Swayze, 1994) surveyed undergraduate students' experiences, impressions, and progress at UCLA. Students at UCLA in 1983 and in 1993 were administered the College Student Experiences Questionnaire (CSEQ). The CSEQ is an instrument devised to measure the quality of effort students put into using the facilities and opportunities for learning and development that the college (i.e., UCLA) provides. Compared to native students (i.e., non-transfers), students who transferred are different in that they were more likely to: be older, be married, not live in or near campus, be first generation college students, major in the humanities, not major in science, spend more time on their school work, and make slightly better grades (p. 31).

PURPOSE OF THE STUDY

The purpose of this study was to investigate how students who transferred from California community colleges to the University of California at Los Angeles (UCLA) performed academically and to explore the nature of their experiences in adjusting to UCLA. Specifically, the purpose of the study was to examine the experiences and performances of two transfer student populations: (1) students enrolled in the TAP at the community college who were accepted to UCLA as TAP-certified students; and (2) traditional transfer students who had no prior TAP experience (or non-TAP).

This study can be beneficial for both feeder institutions (i.e., particular community colleges) and to UCLA administrators and researchers. Reports published by the Office Academic Planning and Budget (OAPB) at UCLA only follow TAP and Non-TAP students in terms of their grade point average (GPA), retention, and persistence rates (1994). A study that provides more in-depth information, both quantitatively and qualitatively, pertaining to a transfer student's experience at UCLA such as a students' level of academic and social involvement, adjustment process, and overall satisfaction would yield valuable information for TAP's and UCLA's efforts to improve the effectiveness of the program, to address the needs of transfer students, and ultimately to facilitate the transfer function.

Research Questions

The research questions guiding this study were:

- To what extent do TAP and non-TAP differ in academic achievement as measured by their grade point average?
- To what extent do TAP students become more academically and socially involved compared to non-TAP students at UCLA?
- To what extent do students who transfer to UCLA from a community college experience difficulty in the adjustment process due to transfer shock, new academic rigors, and a new environmental culture?
- To what extent do TAP students differ in their overall satisfaction compared to non-TAP students about their experience at UCLA?

Limitations of the Study

Some of the limitations of this study include the following: 1) sample size of TAP students; 2) low response rate; and 3) employing a cross-sectional study versus a longitudinal study. Comments about these limitations are warranted. For future research, efforts need to be made to increase the sample of TAP respondents in order to yield a greater confidence in concluding results. With a higher response rate, a representative sample of transfer students at UCLA can be achieved. Lastly, conducting a longitudinal study instead of a cross-sectional study would allow the researcher to examine various outcomes in terms of the rate of change over time.

Definition of Terms

AAP: Academic Advancement Program.

Age Group: The category or group name for students based on their age. Students are categorized into two groups: traditional age and non-traditional age. Students in the traditional age group are 24 years old or younger, and students in the non-traditional age group are between the ages of 25-54.

Articulation Agreements: Formal transfer agreements established between two segments, community colleges and four-year institutions, in an effort to facilitate and increase the number of students who ultimately transfer to a senior institution upon completing the coursework requirements and prerequisites for a major or program.

CAIP: Center for Academic Interinstitutional Program.

CPEC: California Postsecondary Education Commission.

Cohort: A group of students. In this report, cohort is used to describe the group of students that entered UCLA in Fall quarter 1993. Cohorts may be separated to identify students of a given ethnic background for reporting and analytical purposes.

Community Colleges: Any institution accredited to award the Associate of Arts or Science as its highest degree (Cohen, 1989). This definition includes the comprehensive two-year colleges as well as many of the technical institutes, both public and private.

Community College Transfer: Defined as any individual who completes a certain amount of units and/or articulation agreement at the community college and who successfully is admitted to a four-year university. The term "transfer" includes all students who enter UCLA as sophomores or juniors. Most transfers are juniors or within a few units of achieving junior status.

Grade Point Average (GPA): The GPA is based on the academic work completed during an academic year. The UCLA GPA is the cumulative GPA for all work taken at the University of California up to a given time. The community college GPA is the cumulative GPA received by the student prior to transfer, and is reported by the student. The high school GPA is the cumulative GPA received by the student in high school.

Group Membership: For this study, group membership connotes a student's membership in the Non-TAP or TAP group.

Definition of Terms (continued)

IGETC: Also known as the Intersegmental General Education Transfer Curriculum. IGETC is a series of courses prospective transfer students may complete to satisfy the lower division breadth/general education requirements at both the University of California and the California State University. It was developed to simplify the transfer process for students. The IGETC, which replaces the UC Transfer Core Curriculum, will be most helpful to students who want to keep their options open - those who know they want to transfer, but who have not yet decided upon a particular institution, campus, or major. The University has developed an agreement with each California community college that specifies the community college courses that may be applied to each category of the IGETC. You must complete all courses for the IGETC with a grade of C or better (University of California, p. D-3, 1994).

Non-TAP Transfer Student: A student is categorized as a "Non-TAP" student if they do not have a TAP flag on their admission record. Such students are considered not to have participated in an Honor's or Scholar's program while at the community college. A Non-TAP student is also referred to as a "traditional transfer."

Non-Traditional Age: Students who upon transferring to UCLA in Fall 1993 were 25 years of age or older.

SAIRO: Student Affairs Information and Research Office.

TAP: Transfer Alliance Program. Refer to earlier description and Appendix B.

TAP Student: A student is considered a TAP student if his/her admission record contains a "TAP Flag," denoting official certification of having met the requirements.

Traditional Transfer: A student who transfers from a community college who had no prior TAP experience. Refer to Non-TAP Transfer Student definition.

Traditional Age: Students who upon transferring to UCLA in Fall 1993 were below 24 years of age or below.

Transfer Shock: Defined as the temporary dip in grades manifested by students during the first or second semester after transferring to a senior institution. In addition, it is the experience of new transfers upon entry to a four-year institution who possess feelings of disillusionment, discouragement, and dissatisfaction. The drastic change in environment is different from their prior experience, thus, requiring a greater adjustment process. The dissimilarity demands greater adjustment which requires more time and energy.

UARS: Undergraduate Admissions and Relations with Schools.

METHODOLOGY OF THE STUDY

The target population for this cross-sectional study was students who transferred from California community colleges to the University of California at Los Angeles (UCLA) in Fall 1993. The population was limited to second-year transfer students at UCLA in order to assess academic and social experiences while at UCLA for the last six quarters. The target population included former TAP students and traditional transfer students (or non-TAP). Given that the formal articulation agreement for the Transfer Alliance Program (TAP) is between UCLA's College of Letters and Science and selected California community colleges (20 TAP colleges), the target population was limited to students who specifically transferred from within the state of California.

The Sample

The sample was comprised of two groups of transfer students: the first group included students who participated in the Transfer Alliance Program (TAP) at the community college, completed the course requirements and were accepted to UCLA as TAP-certified students; the second group comprised transfer students who had no prior TAP experience during their community college education. These two groups were selected in order to examine the extent to which students' prior experiences at the community college affect their academic performance, level of involvement, adjustment process, and overall satisfaction at UCLA.

Identification of TAP and Non-TAP Students

TAP and non-TAP students were identified as a result of two reports produced by the Office of Academic Planning and Budget (OAPB). The first report listed all students who had a "TAP Flag" in their admission file, thus, denoting TAP transfer. The second report identified all non-TAP students who transferred to UCLA in Fall 1993 who had no TAP Flags. The reports listed the names of students and feeder institution (i.e., community college name), student's UCLA identification number, declared major, community college GPA, gender, and racial/ethnic background.

The report that identified TAP students with "TAP Flags" revealed students who came from 12 California community colleges (n=181). For this study, only half of the entering TAP cohort was included in the target population. The comparison sample (or non-TAP cohort) derived from the same 12 institutions included 778 students. The total sample for this study was comprised of 868 transfer students.

The 12 California community colleges represented in this exploratory study were: College of the Canyons, East Los Angeles College, El Camino College, Glendale Community College, Long Beach City College, Los Angeles Pierce College, Los Angeles Valley College, Pasadena City College, San Diego City College, Santa Monica College, West Los Angeles College, and West Valley College.

Gathering of Data

Data were collected utilizing a survey questionnaire. The 104-item Transfer Students' Questionnaire (TSQ) consisted of sorter, Likert type scale, and open-ended questions (see Appendix C). The questionnaire was formulated as a result of extensive review past survey instruments and previous studies in this area. The questionnaire included four main components: (1) student background characteristics; (2) community college experiences; (3) UCLA experiences; and (4) open-ended questions.

Questionnaires were mailed to the 868 students (90 TAP, and 778 Non-TAP students) at their current home addresses during week ten of Winter quarter 1995. Students were given a deadline to return the questionnaire four weeks from receipt of the questionnaire. The questionnaire was accompanied by a cover letter from the Dean of Honors and Undergraduate Program at UCLA inviting students to participate in the study (see Appendix D). The letter from the Dean was included in an effort to elicit a positive response from students. Moreover, in an attempt to facilitate a high response rate, a Business Reply Mail - First Class Mail, postage-paid stamp was fixed on each questionnaire.

Description of the Variables

The variables used in this study fall into three major categories: (1) student background characteristics; (2) community college experiences; and (3) UCLA experiences. Open-ended questions were also included in the data analysis. The following is a description of each category.

Background Characteristics: The background information consisted of questions about age, gender, high school GPA, racial or ethnic identification, place of residence, distance from home to UCLA, educational attainment of parents, personal or parental income, and hours working on a job during school.

Community College Experiences: The community college component focused on areas covering prior experiences such as number of honors courses taken, academic and social involvement activities, GPA, and honors courses experience.

UCLA Experiences: The UCLA experience component included questions about UCLA GPA, declared major, units taken, participation in honors program, transfer orientation, and special services; students' intention to graduate from UCLA, highest degree planned, participation in the Academic Advancement Program (AAP) Transfer Summer Program, and AAP services. Additionally, five broad areas included experiences with professors at UCLA, clubs and organizations, student services, adjustment process, and overall college satisfaction.

Open-Ended Questions: Students were asked to discuss how their overall experiences at UCLA differs from their community college experience in terms of academics, involvement, adjustment, and overall satisfaction. Secondly, what do students wish they had done at the community college to better prepare them for UCLA. Lastly, what factors facilitated their adjustment process to UCLA. The purpose of including open-ended questions was to gain in-depth information on a qualitative level that is difficult to derive from close-ended statements or questions in the survey. Since the primary focus of this study was to explore the extent to which TAP students differed from non-TAP, only the responses from TAP students were included in the analysis and discussion.

Method of Analysis

The data for this study were analyzed through various statistical methods. At the first stage of analysis, descriptive statistics were analyzed. The second stage entailed examining crosstabulation results. Pearson chi-square was utilized to examine statistical significance from the frequency responses. At the third stage, factor analysis was conducted on the community college and UCLA variables. The purpose of employing factor analysis was to better understand complex phenomena on various outcomes. Since factor analysis entails the creation of factors comprised of more than one variable, this allows for the researcher to better understand and explain transfer students on a number of complex dimensions. Additionally, T-tests were performed to analyze the extent to which the mean differences between the group membership were statistically significant. The last stage of analysis entailed coding the open-ended responses for TAP students.

WHO PARTICIPATED IN THE STUDY?

Table 1 illustrates the 12 community colleges represented in the study and the number and percentage of students comprising the final sample. For this study, 9 TAP colleges were represented as a result of students responding and providing data. The sample yielded a final n=250. There were 201 students in the non-TAP group and 49 students in the TAP group. The response rate for non-TAP students was 26 percent and 54 percent for TAP students. The overall response rate was 29 percent. Non-TAP students comprised 80 percent of the total sample. Table 1 indicates that Santa Monica College had the largest non-TAP and TAP student representation.

Table 1
Community Colleges Participating by Group Membership
(n=12)

	Group Membership			
	NON-TAP (n=201)		TAP (n=49)	
College Name	**n**	**%**	**n**	**%**
College of the Canyons	2	1	3	6
East Los Angeles College	2	1	0	0
El Camino College	20	10	7	14
Glendale Community College	14	7	3	6
Long Beach City College	9	5	1	2
Los Angeles Piece College	17	9	7	14
Los Angeles Valley College	20	10	12	25
Pasadena City College	26	13	1	2
San Diego City College	4	2	0	0
Santa Monica College	78	39	13	27
West Los Angeles College	7	4	2	4
West Valley College	2	1	0	0
TOTAL	201	80.0	49	20.0

BACKGROUND CHARACTERISTICS AND DEMOGRAPHICS OF STUDENTS

Table 2 provides a comparative analysis of background and demographic characteristics for TAP and Non-TAP students in the sample. Table 2 displays the background characteristics such as age, gender, racial/ethnic identification, educational attainment of parents, income level, place of residents, and number of hours worked.

Additional analysis by age group were conducted and will be discussed throughout the report Specifically, students were grouped into two age categories: traditional age (i.e., 24 or below) and non-traditional age (i.e., 25-54).

Age of Students

Table 2 illustrates that a higher percentage of TAP students were 20 years old or younger and between the ages of 21-24 years old. Interestingly, when students were grouped by age category (i.e., traditional versus non-traditional), 77 percent of TAP students and 59 percent of non-TAP students were in the traditional age group. Conversely, 22 percent of TAP and 42 percent of non-TAP were in the non-traditional age category.

Gender of Students

Overall, men represented 32 percent and women represented 68 percent of the total sample. Of the Non-TAP transfers, 30 percent were men, while 70 percent were women. Conversely, for TAP students, 39 percent were men, while 61 percent were women. Overall, the majority of students in the sample were women.

Racial/Ethnic Identification of Students

Table 2 illustrates the racial/ethnic comparison of Non-TAP and TAP students. Overall, white students comprised 53 percent of Non-TAP and 49 percent of TAP students. The next largest percentage of students categorized themselves as "Other" (e.g., Armenian, Eurasian, Iranian, Italian, Puerto Rican, and Vietnamese). When all five Asian categories were combined into one group called "Asian Americans," they comprised the second largest number of students in both Non-TAP and TAP transfers (18 percent among Non-TAP and 24 percent among TAP students).

Parental or Personal Income Level

Table 2 shows that more Non-TAP students have a reported parental or personal income between $29,999 or below, and between $30,000 - $59,000. Conversely, more TAP students have a reported parental or personal income between $60,000 - $100,000. This finding suggest that TAP students in the sample come from a higher socio-economic status, compared to non-TAP students in the sample.

Table 2
Demographics of Transfer Students at UCLA by Group Membership
Fall 1993 Cohort
(n=250)

Characteristics	TAP (n=49)	Non-TAP (n=201)
Age at Entry to UCLA		
20 or Younger	8%	5%
21 - 24 years old	69%	54%
25 - 29 years old	10%	24%
30 - 39 years old	6%	13%
40 - 54 years old	6%	6%
Age Group		
Traditional Age (24 or Below)	77%	59%
Non-Traditional Age (25-54)	22%	42%
Gender		
Male (Overall - 32%)	39%	30%
Female (Overall - 68%)	61%	70%
Racial/Ethnic Identification		
African American/Black	0%	3%
Asian Pacific Islander	4%	4%
Chinese/Chinese American	8%	7%
Pilipino(a)/Pilipino(a) American	4%	1%
Japanese/Japanese American	0%	3%
Korean/Korean American	8%	3%
Hispanic, Latino(a)	10%	7%
Mexican/Mexican American or Chicano(a)	0%	5%
American Indian/Native American	0%	1%
White / Caucasian	50%	53%
Other	15%	15%
Reported Parental/Personal Income		
$29,999 or Below	35%	49%
$30,000 - 59,000	22%	23%
$60,000 - 100,000+	43%	28%

Table 2
Demographics of Transfer Students at UCLA by Group Membership
Fall 1993 Cohort
(n=250)

Characteristics	TAP (n=49)	Non-TAP (n=201)
Parental Educational Level		
Father		
High School	13%	15%
Some College	15%	20%
Associate's Degree	0%	3%
Bachelor's Degree	27%	18%
Graduate Degree	27%	18%
Mother		
High School	29%	24%
Some College	16%	21%
Associate's Degree	14%	5%
Bachelor's Degree	22%	16%
Graduate Degree	6%	11%
Place of Residence		
Residence Hall	2%	3%
On- Campus Apartment	2%	2%
Off-Campus Apartment	47%	53%
With Parents	37%	25%
Other	12%	17%
Number of Hours Worked Per Week		
None. Not Employed	22%	31%
1 - 10 Hours	25%	13%
11 - 15 Hours	20%	15%
16 - 20 Hours	14%	18%
21 - 30 Hours	16%	18%
31 Hours +	2%	6%

Source: Laanan, 1995.

Educational Attainment of Parents

Table 2 illustrates that more TAP students had fathers who attained a Bachelor's degree and graduate degree. Moreover, the findings show that more TAP students had mothers who attained a high school diploma, Associate's degree from a community college, and Bachelor's degree. Overall, the findings suggest that TAP students' parents had higher degree attainment.

Place of Residence

Majority of non-TAP students lived in off-campus apartments. In comparing the two groups, more TAP students lived with their parents. Overall, slightly more non-TAP students lived in: residence halls, on-campus apartments, off campus apartments, and in "other" types of residences.

Number of Hours Worked

Table 2 illustrates that more TAP students worked between 1-10 hours and 11-15 hours per work, compared to non-TAP students. Conversely, more non-TAP students were either unemployed or worked between 16-20 hours, 21-30 hours, and 31 hours or more, as compared to TAP students. Overall, more non-TAP students worked 16+ hours during the week, compared to TAP students.

Students' High School Academic Achievement

Overall, the mean high school GPA for non-TAP students was 3.26 and 3.40 for TAP students. Table 3 illustrates the mean high school GPA for students responding by age category. Table 3 compares the traditional age students (24 years old or below) and the non-traditional age students (25-54 years old) for both groups. For students among the traditional age group, there is no difference in the overall mean high school GPA. On the other hand, older (or non-traditional) TAP students had a higher mean high school GPA compared to older non-TAP students.

Table 3
Mean High School GPA for Students by Group Membership
(n=250)

	Group Membership		
	NON-TAP (n=201)	TAP (n=49)	
Age Group	**Mean GPA**	**Mean GPA**	**% Diff.***
OVERALL MEAN	3.26	3.40	+0.14
Traditional Age	3.36	3.36	0.00
Non-Traditional Age	3.11	3.64	+0.53

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

Academic Performance at Community College

For both groups, students' reported community college GPAs were similar. Non-TAP students had a mean GPA of 3.52; while TAP students had a mean of 3.53. Table 4 illustrates the mean community college GPAs for students and compares the traditional age and non-traditional age students.

Table 4 shows that both non-TAP and TAP students in the traditional age category (24 and below) had similar entering community college GPAs. On other hand, Table 4 indicates that overall, older TAP students had a higher entering community college GPA (+0.10 percent), compared to older Non-TAP students.

Table 4
Mean Community College GPA for Students by Group Membership
(n=250)

	Group Membership		
	NON-TAP (n=201)	**TAP (n=49)**	
Age Group	**Mean GPA**	**Mean GPA**	**% Diff.***
OVERALL MEAN	3.52	3.53	+0.01
Traditional Age	3.50	3.48	-0.02
Non-Traditional Age	3.55	3.65	+0.10

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

Number of Honors Courses Taken

Overall, Table 5 shows that TAP students enrolled in more honors courses during their community college academic experiences. Specifically, more TAP students enrolled between 4-6 (+56 percent) and 7-9 courses (+24 percent), compared to non-TAP students.

Table 5
Number of Honors Courses Taken at Community College by Group Membership (n=250)

	Group Membership		
	NON-TAP (n=201)	TAP (n=49)	
Number of Courses	**Percent**	**Percent**	**% Diff.***
1 - 3 courses	13	2	-11
4 - 6 courses	7	63	+56
7 - 9 courses	1	25	+24
10 or more	1	4	+3

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

Community College Experiences

For students responding about courses taken at the community college (Table 6), TAP students were in more agreement (+15 percent) that the courses they took demanded intensive writing assignments and projects. For the other three items under the "Courses" category, both non-TAP and TAP students responded similarly. In terms of faculty involvement, a significant difference favoring TAP students was found. Compared to non-TAP students, TAP students were more likely to feel comfortable approaching faculty outside of class (+12 percent). For both non-TAP and TAP students, a majority of students responded "agree somewhat" and "agree strongly" that they visited faculty to discuss class projects and received advice. In terms of students' study habits at the community college, non-TAP students were in more agreement that they sought academic tutoring for classes (+14 percent), a significant difference. For students' use of academic counseling, TAP students were more likely than non-TAP students to consult with their academic counselors regarding transfer and to perceive that the information received was helpful in the transfer process and in completing the transfer articulation agreement.

Table 6
Students' Response to Community College Experiences by Group Membership
Percent Indicating Agree Somewhat and Agree Strongly
(n=250)

	Group Membership		
	NON-TAP (n=201)	TAP (n=49)	PERCENT
Community College Experiences	**%**	**%**	**Diff.***
COURSES			
Courses prepared me to be academically successful at UCLA	85	81	-4
Courses demanded intensive writing assignments or projects	55	70	+15**
Courses helped me develop critical/analytical thinking	72	75	+3
Courses were intellectually challenging	73	73	0
FACULTY INVOLVEMENT			
Felt comfortable approaching faculty outside class	84	96	+12**
Visited faculty and sought their advice on class projects	56	56	0
STUDY HABITS			
Frequently studied in a group setting with students	36	36	0
Sought academic tutoring for classes	20	6	-14**
USE OF COUNSELING			
Consulted with academic counselors regarding transfer	85	94	+9
Information received from academic counselors was helpful in the transfer process	59	81	+22**
Information helped me take the right courses to complete the transfer articulation agreement	68	81	+13

* *A positive difference signifies more agreement among TAP students.*
* *A negative difference signifies less agreement among TAP students.*

***p<.05 (Pearson chi-square)*

Honors Courses at Community College

Overall, 43 (22 percent) non-TAP and 49 (100 percent) TAP students were enrolled in honors courses at the community college prior to transfer. Table 7 indicates the percent indicating "agree somewhat" and "agree strongly" for items pertaining to a students' experience while enrolled in honors courses. TAP students were in more agreement on all the items except for the following: courses prepared me for the academic standards at UCLA, and sought academic tutoring for classes. There were no differences in having felt comfortable approaching faculty outside of class. The only significant difference favoring TAP students was on the item "received honors credit from Honors Contract courses" (+19 percent).

Given the above findings, more TAP students agreed that the honors courses were demanding (+15 percent), required more extensive reading and writing (+12 percent), and were more intellectually challenging (+10 percent) than non-honors courses. Furthermore, TAP students had more agreement that honors courses provided opportunities to work closely with faculty (+8 percent) and that the close student-faculty relationship contributed to the value of honors section (+6 percent). In terms of study habits, TAP had more agreement in studying with other students in a group setting (+6 percent). Lastly, more TAP students agreed that their counselors were helpful in the transfer process and that the information received assisted in taking the right courses to fulfill the prerequisites for the major and IGETC.

Table 7
Honors Courses at Community College by Group Membership
Percent Indicating Agree Somewhat and Agree Strongly
(n=92)

	Group Membership		
	NON-TAP (n=43)	TAP (n=49)	PERCENT
Honors Courses at Community College	**%**	**%**	**Diff.***
HONORS COURSES			
Courses developed my critical/analytical skills	86	89	+3
Courses demanded intensive writing assignments/projects	74	85	+11
Small class size contributed to the intellectual experience	86	89	+3
Courses prepared me for the academic standards at UCLA	79	76	-3
Course requirements were demanding compared to non-honors courses	72	87	+15
Courses were more intellectually challenging than non-honors courses	84	94	+10
Courses required more extensive reading/writing than non-honors courses	84	96	+12
FACULTY INVOLVEMENT			
Courses provided opportunity to work closely with faculty	70	78	+8
Student-faculty relationship contributed to the value of honors section	79	85	+6
Felt comfortable approaching faculty outside of class	91	91	0
STUDY HABITS			
Frequently studied in a group setting with students	44	50	+6
Sought academic tutoring for classes	21	9	-12
USE OF COUNSELING			
Information received from academic counselors was helpful in transfer process	71	78	+7
Received honors credit from Honors Contract courses	68	87	+19**
Most of the honors courses me the prerequisites for the major and the IGETC	95	96	+1

** A positive difference signifies higher responses for TAP students.*
** A negative difference signifies lower responses for TAP students.*

**$p<.05$.

Academic Performance at UCLA

Overall, non-TAP students had a reported mean UCLA GPA of 3.26 while TAP students had a mean GPA of 3.19. Table 8 displays the mean UCLA GPA for non-TAP and TAP students in the traditional age (i.e., 24 or below) and non-traditional age (25-54 years old) category. In short, non-TAP and TAP students in the traditional age category had a similar mean UCLA GPA (non-TAP=3.23 versus TAP=3.21). For non-traditional age students, Table 8 shows that more older non-TAP students had a higher mean UCLA GPA.

Table 8
Mean UCLA GPA for Students by Group Membership
(n=250)

	Group Membership		
	NON-TAP (n=201)	TAP (n=49)	
Age Group	Mean GPA	Mean GPA	% Diff.*
OVERALL MEAN	3.26	3.19	-0.07
Traditional Age	3.23	3.21	-0.02
Non-Traditional Age	3.31	3.12	-0.19

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

Member of UCLA Honors Program

The findings show that 18 percent of all TAP students and 4 percent of all Non-TAP students indicated that they are members of UCLA College of Letters and Science Honors Program. Moreover, about 14 percent of non-TAP and 20 percent of TAP students indicated that they took between 1-8 honors courses at UCLA.

UCLA Major

Table 9 displays students' declared major, by group membership. A majority (55 percent) of TAP students indicated that their majors were in the social sciences. In contrast, among the non-TAP students, most indicated their major to be in the social sciences and humanities. In comparing the two groups, more non-TAP students had majors in the physical sciences and in the "Other" category. Refer to Appendix E for a description of the majors from student responses that comprise the five discipline categories listed in Table 9.

Table 9
Students' Declared Major at UCLA by Group Membership
(n=250)

	Group Membership		
	NON-TAP (n=201)	TAP (n=49)	
Academic Discipline	**%**	**%**	**% Diff.***
Humanities	26	26	0
Life Sciences	14	13	-1
Social Sciences	46	55	+9
Physical Sciences	10	6	-4
Other	4	0	-4

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

Highest Academic Degree Intended

Table 10 illustrates that a greater percentage of TAP students intend to pursue as their highest degree the bachelors (BA or BS), masters (MA or MS), and law degree (LLB or JD). For non-TAP students, they indicated a greater response in wanting to pursue the doctorate (PHD or EDD) and medical (MD or DDS) degree.

Table 10
Highest Academic Degree Intended by Group Membership
(n=250)

	Group Membership		
	NON-TAP (n=201)	TAP (n=49)	
Degree Objective	**%**	**%**	**% Diff.***
BA or BS	18	21	+3
MA or MS	32	33	+1
PHD or EDD	23	17	-6
MD or DDS	13	6	-7
LLB or JD	9	19	+10
Other	4	4	0

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

Students' Intention to Graduate from UCLA

Most non-TAP (38 percent) and TAP students (31 percent) indicated that they intended to graduate by Spring quarter 1995. Additionally, for both groups, the next highest response was intending to graduate after Winter quarter 1996.

Attended UCLA Transfer Summer Orientation

Every summer, UCLA sponsors a summer orientation for new incoming transfer students. The purpose of orientation is to provide an introduction to UCLA and to provide students with information about the various resources available on campus. During orientation, students learn about the registration process, academics, support services, and strategies for success. For this sample, 62 percent of non-TAP and 71 percent of TAP students attended Transfer Summer Orientation during Summer 1993.

Academic Advancement Program (AAP) Services

AAP is a program designed to provide historically underrepresented populations (African American, Chicano/Latino, American Indian, Pacific Islander and Pilipino) and low-income students academic support. The mission of AAP is to promote, encourage and increase the academic achievement, retention and graduation rates of AAP students.

Overall, more non-TAP students indicated that they often used peer counseling, preferential enrollment, tutorials, and workshops offered by AAP. Conversely, more TAP students indicated that they often utilized academic counseling and graduate mentor program. Given this finding, the difference between non-TAP and TAP's use of AAP services was small and not significant.

AAP Transfer Summer Program (TSP)

TSP is a six-week academic program designed to introduce new transfer students to the rigorous demands of UCLA coursework, as well as prepare them for the competitive pressures of Fall Quarter and the academic year. Overall, more TAP students (12 percent) indicated that they participated in TSP 1993 prior to beginning their Fall quarter, compared to non-TAP (7 percent) students.

FACTOR ANALYSIS

Factor analysis is a statistical method that creates unifying constructs that characterize the responses to variables that are related. This statistical technique identifies factors that can be used to represent relationships among sets of many interrelated variables. The value of factor analysis is the ability to identify dimensions or factors that may assist in understanding a complex phenomenon, such as the transfer adjustment process. For example, answers to "strongly agree" items such as experienced transfer shock, my level of stress increased when I started UCLA, adjusting to the academic standards or expectations has been difficult, and it was difficult adjusting to the 10 week quarter system can be conceptualized as unifying constructs or labels that characterize responses related to this particular factor. Thus, the transfer adjustment process is not an item that is measured on a single question, but rather a construct which is derived from measurement of other, directly observable variables.

A total of eight factors were created. The factors are organized by environments: community college environment and UCLA environment. The factors represent the attitudes and behaviors that characterize transfer students on a number of dimensions.

Community College Environment

Factor 1: Academic Preparation
Factor 2: Transfer Process
Factor 3: Academic Involvement

UCLA Environment

Factor 4: Social Involvement
Factor 5: Academic Involvement (Experiences with Faculty)
Factor 6: Adjustment Process
Factor 7: Perceptions of Adjustment
Factor 8 Overall Satisfaction

DESCRIPTION OF FACTORS

Factor #1: Academic Preparation at Community College

The *Academic Preparation* factor is characterized by four types of perceptions students held about their community college academic experience: courses helped develop critical/analytical thinking, courses were intellectually challenging, courses demanded intensive writing assignments, and courses prepared me to be academically successful at UCLA. These variables that comprise the academic preparation factor all pertain to a students' perception and attitude about his/her prior academic experience and the extent to which they facilitated a positive academic adjustment at UCLA.

Factor #2: Transfer Process at Community College

The *Transfer Process* factor characterizes a students' experience at the community college and the extent to which the services received from academic counselors was helpful in the transfer process. This factor is made up of three statements: information from counselors helped me take the right courses to complete the transfer articulation agreement, information was helpful in the transfer process, and student consulted with academic counselors regarding transfer.

Factor #3: Academic Involvement at Community College

The *Academic Involvement* factor characterizes the extent to which a student engaged in faculty involvement and study groups. The factor is comprised of three statements: visited faculty and sought their advice on class project, felt comfortable approaching faculty outside of class, and frequently studied in a group setting with student. This factor represents the extent to which students during their community college experience made efforts to meet with faculty to discuss class material or other related issues.

Factor #4: Social Involvement at UCLA

The *Social Involvement* factor characterizes the extent to which a student is involved on a social level while at UCLA. Specifically, five variables make up this factor: joined a club, organization, or student government; attended a meeting of a club or organization, worked for a student organization/government; attended a program/meeting sponsored by a student group, and held an office in a club or organization/student government.

Factor #5 Academic Involvement at UCLA

The *Academic Involvement* factor characterizes the experience and level of involvement with professors at UCLA. The variables that comprise the academic involvement factor include: asked professor for comments and criticisms about your work and information related to course enrolled, discussed ideas for a term paper or other class projects with a professor, and talked informally with a professor outside of class.

DESCRIPTION OF FACTORS (continued)

Factor #6: Adjustment Process at UCLA

The *Adjustment Process* factor characterizes the experiences of students having to adjust to a new academic environment and culture. For transfer students, this adjustment process may often be difficult because of the dissimilarity between a students' prior and current or new experience at the four-year. Given the inherent structural characteristics of community colleges (i.e., small class size, easy to approach faculty), transferring to a large, research institution like UCLA requires students to make drastic adjustments to the new environment (e.g., size of the campus, class size, different requirements, and the administrative bureaucracy). Four variables make up this factor: experienced "transfer shock" when I started UCLA, my level of stress increased when I started UCLA, adjusting to the academic demands or expectations has been difficult, and it was difficult adjusting to the 10 week quarter system.

Factor #7: Perceptions of Adjustment at UCLA

The *Perception of Adjustment* factor describes how students felt about various factors that reinforced the difficult adjustment process to UCLA. This factor is characterized by four statements: often feel overwhelmed by the size of the student body, large classes intimidate me, most students are treated like "numbers in a book," and it is difficult to find my way around the campus. In an environment like UCLA, it is very easy for students, especially transfer students to possess these feelings that often lead to disillusionment and discouragement.

Factor #8: Overall Satisfaction at UCLA

The *Overall Satisfaction* factor describes the extent to which transfer students are happy about their decision to transfer to UCLA and their satisfaction about the intellectual benefits that UCLA provides. The five variables that characterize this factor include: would recommend other transfer students to come to UCLA, UCLA is an intellectually stimulating and exciting place to be, satisfied with my decision to transfer to UCLA, the courses have been interesting and worthwhile, and feel that I belong at UCLA.

CROSSTABULATION RESULTS OF COMMUNITY COLLEGE ENVIRONMENT FACTORS

Factor #1: Academic Preparation
Percent Indicating Agree Somewhat and Agree Strongly
(n=250)

	Group Membership		
	N-TAP (n=201)	**TAP (n=49)**	**%**
Academic Preparation	**%**	**%**	**Diff.***
Courses helped me develop critical and analytical thinking	72	75	+3
Courses were intellectually challenging	73	73	0
Courses demanded intensive writing assignments and projects	55	70	+15**
Courses prepared me to be academically successful at UCLA	85	81	-4

***A positive difference signifies higher responses by TAP students.*
***A negative difference signifies lower responses by TAP students.*

*****p<.05***

Factor #2: Transfer Process
Percent Indicating Agree Somewhat and Agree Strongly
(n=250)

	Group Membership		
	N-TAP (n=201)	**TAP (n=49)**	**%**
Transfer Process	**%**	**%**	**Diff.***
Information from academic counselors helped me take the right courses to complete the transfer articulation agreement (IGETC)	68	81	+13
Information received from academic counselors was helpful in in the transfer process	59	81	+22**
I consulted with academic counselors regarding transfer	85	94	+9

***A positive difference signifies higher responses by TAP students.*
***A negative difference signifies lower responses by TAP students.*

*****p<.05***

Factor #3: Academic Involvement
Percent Indicating Agree Somewhat and Agree Strongly
(n=250)

	Group Membership		
	N-TAP (n=201)	TAP (n=49)	%
Academic Involvement	**%**	**%**	**Diff.***
Visited faculty and sought their advice on class projects	56	56	0
Felt comfortable approaching faculty outside of class	84	96	+12**
Frequently studied in a group setting (study groups) with students	36	36	0

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

***p<.05*

SUMMARY OF COMMUNITY COLLEGE FACTORS

The crosstabulation results indicate that in terms of academic preparation at the community college, TAP students were in more agreement that the courses helped develop critical and analytical thinking. In addition, there was a significant difference favoring TAP students (+15 percent) who were in more agreement that the courses demanded intensive writing assignments. Conversely, non-TAP students were in more agreement that the courses taken at the community college prepared them to be academically successful at UCLA. Overall, TAP students felt their academic preparation at the community college was helpful in fostering important skills and that such courses were rigorous in nature.

In terms of the transfer process, TAP students had more agreement in all the variables comprising this factor. In general, TAP students were more likely to meet with academic counselors about transfer and more likely to agree that the information received from academic counselors was helpful in taking the correct courses that met the IGETC requirements. A significant difference (+22 percent) favoring TAP students was found on the statement: information received from counselors was helpful in the transfer process.

In terms of students' academic involvement at the community college, there was a "no difference" between non-TAP and TAP students on two items: visited faculty and sought their advice on class projects and frequently studied in a group setting. However, there was a significant difference favoring TAP students (+12 percent) who were in more agreement that they felt comfortable approaching faculty outside of class.

CROSSTABULATION RESULTS OF UCLA ENVIRONMENT FACTORS

Factor #4: Social Involvement
Percent Indicating Often and Very Often
(n=250)

	Group Membership		
	N-TAP (n=201)	TAP (n=49)	%
Social Involvement	**%**	**%**	**Diff.***
Joined a club, organization, or student government	23	20	-3
Attended a meeting of a club, organization, or student government	21	16	-5
Worked for a student organization(s) or on a special project(s)	18	12	-6
Attended a program, meeting, or event put on by a student group	27	27	0
Held an office in a club, organization, or student government	13	10	-3

**A positive difference signifies higher responses by TAP students.*

**A negative difference signifies lower responses by TAP students.*

Factor #5: Academic Involvement (Experiences with Faculty)
Percent Indicating Often and Very Often
(n=250)

	Group Membership		
	N-TAP (n=201)	TAP (n=49)	%
Academic Involvement	**%**	**%**	**Diff.***
Asked your professor for comments and criticism about your work	38	33	-5
Asked your professor for information related to course enrolled	47	41	-6
Discussed ideas for a term paper or class projects w/ professor	43	41	-2
Talked informally with a professor out of class	39	33	-6

**A positive difference signifies higher responses by TAP students.*

**A negative difference signifies lower responses by TAP students.*

Factor #6: Adjustment Process
Percent Indicating Agree Somewhat and Agree Strongly
(n=250)

	Group Membership		
	N-TAP (n=201)	**TAP (n=49)**	**%**
Adjustment Process	**%**	**%**	**Diff.***
I experienced "transfer shock" when I started UCLA	50	55	+5
My level of stress increased when I started UCLA	73	79	+6
Adjusting to the academic standards or expectations has been difficult	61	57	-4
It was difficult adjusting to the 10 week quarter system	66	71	+5

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

Factor #7: Perceptions of Adjustment
Percent Indicating Agree Somewhat and Agree Strongly
(n=250)

	Group Membership		
	N-TAP (n=201)	**TAP (n=49)**	**%**
Perceptions of Adjustment	**%**	**%**	**Diff.***
I often feel overwhelmed by the size of the student body	41	41	0
The large classes intimidate me	30	31	+1
Most students are treated like "numbers in a book"	56	71	+15**
It is difficult to find my way around the campus	18	16	-2

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

**$p<.05$

Factor #8: Overall Satisfaction
Percent Indicating Agree Somewhat and Agree Strongly
(n=250)

	Group Membership		
	N-TAP (n=201)	TAP (n=49)	%
Overall Satisfaction	**%**	**%**	**Diff.***
I would recommend to other transfer students to come to UCLA	88	90	+2
UCLA is an intellectually stimulating and exciting place to be	93	92	-1
I am satisfied with my decision to transfer to UCLA	94	92	-2
I feel the courses I have taken have been interesting & worthwhile	92	89	-3
I feel that I belong at UCLA	79	84	+5

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

SUMMARY OF UCLA FACTORS

The crosstabulation results indicate non-TAP students were more likely to join a club or organization, worked for a student organization, and have held an office in a club. In general, non-TAP students had higher levels of social involvement at UCLA.

In terms of students' academic involvement or experiences with faculty at UCLA, non-TAP students had higher responses in all the variables that comprise the factor. In general, non-TAP students were more likely to have more involvement or interaction with professors about their work, more likely to seek their assistance for comments, and were more likely to meet with a professor outside of class, compared to TAP students.

In terms of a students' adjustment process to UCLA, TAP students were in more agreement that they experienced "transfer shock," had difficulty adjusting to the 10 week quarter system, and experienced higher levels of stress as a result of transferring to UCLA, compared to non-TAP students. Conversely, non-TAP students were in more agreement that they experienced difficulty adjusting to the academic standards or expectations at UCLA..

Given the inherent characteristics of UCLA (e.g., large classes, large campus), transfer students are required to make an adjustment because of the dissimilarity of their previous experiences at the community college. In terms of students' perceptions of having to adjust to UCLA, a significant difference was found about TAP students having the perception that they are treated like "numbers in a book." On the other hand, there are similar differences between non-TAP and TAP students about their perceptions of the size of the classes being intimidating and having difficulty finding locations around campus. Both groups were in agreement about being overwhelmed by the size of the student body.

Overall, both non-TAP and TAP students responded similarly to the items that comprised the overall satisfaction factor. Therefore, both non-TAP and TAP students were satisfied with their decision to transfer and satisfied with the intellectual experience.

ANALYSIS OF MEAN SCORES ON FACTORS

As a result of running factor analysis, a composite for each factor was calculated. Each composite is comprised of the respective number of variables that make-up the factor. See Appendix F for a complete description of the factors, variables that comprise the factor, and its respective factor loadings. Descriptive statistics were used to obtain the mean, ranges, etc. for each factor. As a result, a mean response for both non-TAP and TAP students yielded a value for a comparative analysis. In addition, a T-Test was performed to determined the extent to which there were significant differences between the mean responses for non-TAP and TAP students. Close attention was paid to analyze the differences between age groups. Specifically, analysis by age group distribution (i.e., traditional versus non-traditional students) was also conducted.

Refer to Appendix G for a detailed table of the mean scores of students' responses on the factors, by age group. Appendix G explains the range of each factor and the scale (i.e., Never-Very Often or Disagree Strongly-Agree Strongly).

Table 11
Mean Scores for Students on Factors by Group Membership
(n=250)

	Group Membership		
Description of Factors	**NON-TAP (n=201)**	**TAP (n=49)**	**Percent Diff.***
Community College Experiences			
• Academic Preparation	11.46	11.72	+0.26
• Transfer Process	8.96	10.31	+1.35***
• Academic Involvement	8.00	8.19	+0.19
UCLA Experiences			
• Social Involvement	8.68	7.92	-0.76
• Academic Involvement	9.73	9.14	-0.59
• Adjustment Process	10.97	11.17	+0.20
• Perceptions of Adjustment	8.61	8.94	+0.33
• Overall Satisfaction	17.25	17.22	-0.03

**A positive difference signifies higher mean response by TAP students.*
**A negative difference signifies lower mean response by TAP students.*

***$p<.01$

Analysis of Group Membership (NON-TAP versus TAP students)

Table 11 illustrates the mean scores for students on the eight factors by group membership (i.e., non-TAP versus TAP). Overall, TAP students had higher mean responses on community college Academic Preparation and Academic Involvement factors. There was a significant difference on the transfer process factor, favoring TAP students. More TAP students were in agreement that information from academic counselors was helpful in the transfer process.

For UCLA experiences, TAP students had higher mean responses on two factors: adjustment process and perceptions of adjustment. The finding that TAP students scored higher on these two factors suggest that they were more likely to experience transfer shock, experience increased stress, and experience difficulty adjusting to the quarter system. Moreover, TAP students were more likely to perceive that they felt: overwhelmed by the size of the study body, intimidated by large classes, students were treated "like numbers in a book." On the other hand, non-TAP students were more likely to have higher levels of student involvement with organizations and were more likely to have a higher level of interaction with faculty. In terms of overall satisfaction, both non-TAP and TAP students responded similarly on this factor.

Comparative Analysis by Age Group

Tables 12 and 13 provide the mean scores of students within their respective age group category (i.e., traditional versus non-traditional). The purpose of these tables is to demonstrate the extent to which students from both groups within the same age group category differed in their responses.

Analysis of Traditional Age Students

Table 12 illustrates the mean scores for traditional age students (24 or below) on the eight factors. The T-Test results revealed no significant statistical difference between the mean responses of traditional age non-TAP and TAP students. For the factors in the community college experience, TAP students scored higher in the Transfer Process factor, thus are more likely to agree that the information from academic counselors was helpful and worthwhile. In terms of students' response on the Academic Preparation and Academic Involvement factors at the community college, both groups were similar in their responses. For students' response to the UCLA factors, both non-TAP and TAP students responded similarly on the five UCLA factors. However, non-TAP students scored higher (+1.39) on the social involvement factor.

Table 12
Mean Scores of Traditional Age Students' Responses on Factors by Group Membership (n=154)

Description of Factors	**Age Group (24 and Below)** **NON-TAP (n=116)**	 **TAP (n=38)**	**Percent Diff.***
Community College Experiences			
• Academic Preparation	11.34	11.50	+0.16
• Transfer Process	8.69	10.30	+1.61
• Academic Involvement	7.68	8.14	+0.46
UCLA Experiences			
• Social Involvement	9.63	8.24	-1.39
• Academic Involvement	9.25	9.03	-0.22
• Adjustment Process	10.71	11.05	+0.34
• Perceptions of Adjustment	9.11	9.08	-0.03
• Overall Satisfaction	16.91	17.16	+0.25

**A positive difference signifies higher mean response by Traditional Age TAP students.*
**A negative difference signifies lower mean response by Traditional Age TAP students.*

Analysis of Non Traditional Age Students

Table 13 illustrates the mean scores for non-traditional age students on the eight factors. As a result of the T-Test analysis, no significant differences were found between older non-TAP and TAP students. Similar to traditional age TAP students, older TAP students had a higher mean response compared to older non-TAP students in the Academic Preparation and Transfer Process factors. In general, older TAP students were in more agreement that their academic experience at the community college helped facilitate a positive academic adjustment and that the information from academic counselors was helpful and worthwhile.

In comparing the results of older students' mean response to the UCLA factors, overall, older TAP students scored higher in two factors: Adjustment Process (+0.22) and Perceptions of Adjustment (+0.50). On the other hand, older non-TAP students scored higher in Social and Academic Involvement, and Overall Satisfaction. Given these findings, the differences are small and not significant.

Table 13
Mean Scores of Non-Traditional Age Students' Response on Factors by Group Membership (n=96)

Description of Factors	Age Group (25 - 54) NON-TAP (n=85)	TAP (n=11)	Percent Diff.*
Community College Experiences			
• Academic Preparation	11.62	12.45	+0.83
• Transfer Process	9.34	10.36	+1.02
• Academic Involvement	8.45	8.36	-0.09
UCLA Experiences			
• Social Involvement	7.36	6.82	-0.54
• Academic Involvement	10.40	9.55	-0.85
• Adjustment Process	11.33	11.55	+0.22
• Perceptions of Adjustment	7.95	8.45	+0.50
• Overall Satisfaction	17.71	17.45	-0.26

**A positive difference signifies higher mean response by Non-Traditional Age TAP students.*
**A negative difference signifies lower mean response by Non-Traditional Age TAP students.*

Analysis of Age Group

Table 14 illustrates the mean scores for students on the eight factors, by age group distribution regardless of TAP. In contrast to the previous tables, interesting findings are evident when the data is analyzed by age group (i.e., traditional versus non-traditional), instead of group membership. Table 14 shows that students in the traditional age category (24 or below) had higher mean scores on UCLA Social Involvement and Perceptions of Adjustment. What this finding infers is that younger (or traditional) age students are more likely to have higher levels of social involvement with student organizations than older or non-traditional age students. In addition, younger students are more likely to perceive the new environment (i.e., UCLA) as factors that reinforce the difficult adjustment process. That is, younger students are more likely to feel overwhelmed by the size of the student body and feel intimidated by the large class size. For both findings, there is a statistical significant difference between the means, favoring traditional age students.

In comparison, non-traditional (or older) students scored higher than traditional age students in their interaction or involvement with faculty at the community college. A similar pattern is found when these students are at UCLA. Non-traditional students also had higher mean scores in their involvement with professors at UCLA, thus are more likely to have higher levels of interaction and involvement with professors outside of class, or discussions about their work or material pertaining to the course enrolled. Another finding is that non-traditional students are more likely to agree that they are satisfied with their overall experience at UCLA. In general, non-traditional students are satisfied with their decision to transfer to UCLA and the overall intellectual benefits offered at the university. For both findings, there is a statistical significance between the means, favoring non-traditional age students.

Overall the findings suggest that older students are more likely to have higher academic involvement at the community college and will more likely continue this involvement at the senior institution, namely at UCLA. On the other hand, traditional age students are more likely to have higher levels of social involvement at the community college and at UCLA. Moreover, traditional age students are more likely to have different perceptions about the adjustment process, compared to older students because of their personal disposition. That is, younger students are more likely to feel overwhelmed by the various structural and organizational factors of UCLA. The findings suggest that traditional age students are more likely to feel intimated and overwhelmed by the size of the student body and the large classes.

Table 14
Mean Scores for Students on Factors by Age Group Distribution
(n=250)

	Age Group Distribution		
Description of Factors	**Traditional (n=154)**	**Non-Traditional (n=96)**	**Percent Diff.***
Community College Experiences			
• Academic Preparation	11.38	11.72	-0.34
• Transfer Process	9.08	9.46	-0.38
• Academic Involvement	7.79	8.44	-0.65**
UCLA Experiences			
• Social Involvement	9.28	7.30	+1.98***
• Academic Involvement	9.19	10.31	-1.12**
• Adjustment Process	10.80	11.35	-0.55
• Perceptions of Adjustment	9.10	8.01	+1.09***
• Overall Satisfaction	16.97	17.68	-0.71**

**A positive difference signifies higher mean response by Traditional Age students.*
**A negative difference signifies lower mean response by Traditional Age students.*

***p<.01, **p<.05

OPEN-ENDED QUESTIONS

In an effort to gain richer information about a transfer students' experiences, three open-ended questions were included in the questionnaire. The purpose of including these questions was to provide students an opportunity to respond as best as they could to the questions about their former and current experiences as they relate to their transfer process to UCLA. Moreover, having a qualitative component to this exploratory study adds greater dimension to the quantitative findings. Furthermore, the open-ended questions provide an opportunity to probe students' attitudes, perceptions, satisfaction, and needs. The three open-ended questions students responded to were:

1. Please describe how your overall experience at UCLA differs from your community college experience in terms of academics, academic/social involvement, adjustment, and overall satisfaction.

2. In retrospect, what do you wish you had done at the community college to better prepare you for UCLA?

3. What factors helped you adjust to UCLA? Please explain.

Results for TAP Students

QUESTION #1

Please describe how your overall experience at UCLA differs from your community college experience in terms of academics, academic/social involvement, adjustment, and overall satisfaction.

Professors. Since TAP students transferred from community colleges, these students are accustomed to being in classes that are much smaller than the large lecture halls inherent at UCLA. Also, since all TAP students in the sample enrolled in honors courses at their respective colleges, these students were used to having higher levels of interaction with faculty and being in smaller classes. An adjustment TAP students had to make was to the new environmental culture of the large class size and lack of contact with professors. In terms of academics, TAP students disclosed their frustration and dissatisfaction about the level of contact with professors and their teaching styles. Representative comments include:

> *"It is more difficult to speak to teachers and for them to be fully aware of student potential. I miss the personal touch of the community college."*

> *"Professors are much more approachable at the community college. Professors at UCLA tend to be somewhat distant, aloof, and arrogant."*

> *"At UCLA, large student/teacher ratio and teachers care less. It's harder to have access to professors as their first priority is research. I have been dissatisfied with the professors in my major. At the community college, there is a small student/teacher ratio and teachers care more. It is easier to have access to professors as their first priority is students. The professors at community colleges are better professors overall."*

> *"(At UCLA), professors treat you like numbers."*

> *"Professors are, for the most part, too busy doing research to care about the undergrads or teaching them."*

> *"Academics at UCLA are of a higher caliber than I encountered at the community college, which I find more stimulating. However, I find the professors much less available for one-on-one interaction, an aspect of community college which I considered invaluable. Often they don't even have time during office hours, and are totally unfamiliar with me or my work since their TA's run all small groups and grade all work."*

> *"At community college the classes were smaller and the teachers were better. They may not be as great as scholars and researchers as the ones in UCLA, but they know how to teach better."*

Competition. An area TAP students tend to find different is the level of competition among students. Most TAP students perceive that other students are just as smart and academically driven to do well at UCLA. Overall, TAP students agreed that there is a competitive nature among students to strive for excellence. The following are excepts of their responses:

> *"The competition is a lot tougher at UCLA because everyone seems to do extremely well."*

> *"The competition level at UCLA is higher than the community college. This has become a motivator for me to constantly strive to "beat the curve."*

> *"The level of competition is much higher at UCLA. The standards of excellence is significantly raised -- classes are demanding and do require real thought and analysis.*

The Quarter System. Since TAP students generally come from an 18-week semester system, the transition to a 10-week quarter system posed difficulty. This transition often caused a transfer shock for students in terms of their academic performance. Because of a faster pace, students are required to learn and absorb the material in a shorter time span. Overall, TAP students stated that adjusting to the quarter system was difficult and that the 10 week quarter did not allow for the learning process to take place. Here are some of the comments made about the quarter system:

> *"Classes are definitely harder. The reading load is heavier and the time in which to complete it is shorter. Once I got used to the quarter system, it was easier, but I wish it was a semester system."*

> *"I feel that being on the quarter system was one of the biggest adjustment I've had to get used to."*

> *"The problem was I was not ready for the amount of work in such a small period of time."*

> *"The 10 week system is very difficult to adjust with. At times I find myself running through courses without taking time to absorb and appreciate the material."*

Academic/Social Involvement. TAP students tend to generally state that there are more opportunities for academic and social involvement at UCLA. Unlike their community colleges, UCLA offers an array of student organizations. In contrast, the competition among students (i.e., cliques), difficulty meeting people, and living off campus were factors that were mentioned as barriers that impeded student involvement. Because of the smaller student population at the community college, students tended to have an easier or less difficult time establishing friendships, meeting people, and getting involved. The comments include:

> *"UCLA provides many more opportunities to become involved on campus, which has greatly improved my communication and interpersonal skills."*

> *"I spend more time on campus whereas at the junior college, I was always in a hurry to leave."*

> *"The social environment was better at my college because many people bonded in a less competitive environment. Here, many are competitive and in cliques that they established in fraternities, sororities, freshmen classes, etc."*

> *"Met tons of people and liked most of them, more diversity, easier to get along because we all have a goal and reason for being at UCLA. I love UCLA and all it offers, but it is hard to get involved unless you really want to because the campus is too large."*

Academics. Overall, TAP students stated that the academic rigor at UCLA was more stimulating and required more work compared to their community college experience. Given the 10-week quarter, students are required to learn and absorb the material at a faster pace than what they previously were used to. Although TAP students did enroll in honors courses at the community college, students acknowledged that their prior academic preparation was not equivalent to the standards or rigor of UCLA's academic demands. Here are some comments:

"UCLA is much more academically challenging. I don't think that community college standards are high enough to ease the transition from community college to UCLA."

"Classes are definitely harder. The reading load is heavier and the time in which to complete is shorter."

"UCLA is more demanding than community college, but with my experience and other transfer students, if they did well in JC they also did well academically at UCLA."

"I also find that I study about 5 or 6 times more at UCLA than I did at ___ with unsatisfactory results. It was easy getting A's at ___ even in honors classes but at UCLA, I can barely get a C."

"UCLA is much more intellectually inspiring compared to community college. Besides, I feel since the classes are challenging that I learn a lot about analyzing, thinking critically, and communicating my points of view."

"Academic level is much higher as well as a higher level of student motivation. Students are more intelligent, motivated and better prepared."

Adjustment. Adjusting to a new academic environment often takes time. Adjustment to college involves a process of learning to deal with the forces, pressures, obstacles, and problems that students encounter as they attempt to achieve and persist. For community college students, transferring to a four-year institution, like UCLA, requires having to adjust to a new institutional culture and environment. Factors such as increased academic demands, relocation into a new environment, coping with new living arrangement, separation from family and friends are a few obstacles that require students to make adjustments. The following are comments that pertain to a students' adjustment process at UCLA:

"Adjusting to UCLA was challenging in itself."

"Adjusting did take some time, but you do adjust."

"The adjustment was very time consuming and it diverted me from engaging in other extra-curricular activities. I wished that more support services were available for me."

"I feel that a problem with most transfer students is that they don't feel like genuine college students until they reach the University. This is really not good for our self-esteem."

Overall Satisfaction. Generally, TAP students stated that they were happy and satisfied being at UCLA. More specifically, students were pleased with the academic opportunities and intellectual experience offered at UCLA and feeling a sense of belonging or camaraderie. However, a few students were dissatisfied with their overall experience at UCLA and attributed it to the unfriendly environment, commuting dilemma, and the bureaucratic system. The comments include:

> *"Intellectually, UCLA is first rate in stimulating thought and providing information. It is an outstanding place to receive an education."*
>
> *"I loved UCLA for all that it had to offer. I am proud to be a Bruin, whereas I wasn't proud to be a transfer."*
>
> *"I love it. The professors, the material, the friends, I have much more self-confidence and have a better outlook for the future."*
>
> *"Overall, I am happy to be at such great institution and now that I have adapted, my grades are rising and my classes have become very interesting."*
>
> *"At UCLA there is a movement, everyone seems to be moving ahead. At community college, only the honors students seem to be going somewhere and doing something with their education."*
>
> *"Personally, I have become very dissatisfied with the UCLA experience because of the difficulty in meeting people and because I also commute. There are certain needs and resources I don't get which prevents me from enjoying my college experience."*
>
> *"I am dissatisfied with the bureaucratic system, rising fees, lack of classes that are available and variety as well. Professors are, for the most part, too busy doing research to care about the undergrads or teaching them."*

QUESTION #2:

In retrospect, what do you wish you had done at the community college to better prepare you for UCLA.

Twenty-two percent of TAP responses indicated that there was "nothing" that they could have done to better prepare them for UCLA.

Discipline. A general theme for TAP students was the notion of self-discipline as it relates to academics. Students tended to wish that they were more disciplined at the community college in the way they approached their studies. For example, students mentioned procrastination and last minute preparation as obstacles they wished they had avoided. Here are a few comments:

> *"I wish I had been a more serious student. I tended to ditch classes a lot which is impossible to do at UCLA. I take my academics very seriously now. I also wish that I had worked less when I went to community college. I worked anywhere from 20-30 hours per week."*

> *"I wish I had disciplined myself to study and be more studious. I wish I had disciplined myself to decrease procrastination. I wish I had disciplined myself to be more organized."*

> *"I would say that I would have studied on a regular basis rather than cramming because it has become a bad habit for me."*

> *"Just to have been more focused right from the beginning so that I could have transferred quicker with more units."*

Writing Courses. Unlike their previous experiences at the community college, transfer students at UCLA are more likely to write papers and have essay examinations in their classes. Many students come to UCLA feeling as though their level of writing is up to par with the expectation of professors. However, more often than not, students experience a rude awakening and realize that their writing requires more improvement and work. The following comments express TAP students' desire to have taken courses to improve their writing skills.

> *"I wish I had been used to writing papers."*

> *"I wish I had taken more rigorous writing and reading courses."*

> *"Learn how to construct a well written and grammatically correct paper."*

> *"The honors classes I took prepared me well for the essay writing at UCLA. If I had not taken them, I would not have been as prepared."*

Enrolled in Additional Classes. The following are comments made by TAP students that pertain to their desire to have taken certain courses during their community college experience. In general, the comments reflect the feeling that students wished they had taken more courses in their major, or courses that would have fostered the development of important skills. Here are some comments:

> *"I wish I had taken the calculus and statistics classes needed for an economics major."*

> *"There wasn't enough reading at the community college level. A larger workload and more strenuous testing would have better suited me for UCLA."*

> *"Taken a heavier work load of classes. UCLA moves much faster in the quarter system."*

> *"I regret not taking more courses stressing critical and analytical skills, especially in the area of analyzing arguments."*

Counselors. Although TAP students are assigned an academic counselor during their academic stay at the community college, a few comments touched on the dissatisfaction of the services students received. The following are some comments:

> *"I wish I had talked with a better informed counselor. My counselor did not help much in trying to find a major that corresponded with my goals. I went to a major for pre-med students, and what I wanted to be from the beginning was an ecologist. I did not know that at UCLA they had an Environmental Studies major. I really regret the major that I am in, now it is too late to change. I hope other people have a better experience than mine."*

> *"Visited UCLA more often in order to find out about the different majors offered. For example, I did not know about Psychobiology until I attended here."*

> *"It would have been helpful to have found academic counselors who knew what they were doing. In one instance, I enrolled in a course a counselor told me would transfer, only after contacting UCLA myself did I find out that this information was inaccurate."*

Academic Involvement. Here are a few comments from students who wished they had more interaction and involvement with faculty at the community college.

> *"I wish I would have worked more with professors, although I did work with a few."*

> *"I wish I had talked to more professors outside of class. I also wish I had participated more in class discussions and gotten to be better friends with other students."*

QUESTION #3

What factors helped you adjust to UCLA. Please explain.

The following are quotes provided by TAP students that pertain to information about various factors that helped in their adjustment process to UCLA. Interestingly, TAP students attributed to living on campus and making friends with other transfer students as a factor that facilitated the transition process. In terms of TAP students' prior experience at the community college, positive factors mentioned included having taken honors courses, and having been a member of an Honors Program (e.g., Transfer Alliance Program). At UCLA, TAP students further attributed to having had social involvement with student organizations and having taken Education 180 as positive factors that helped in the transfer process. Lastly, TAP students mentioned various strategies that they attributed to their successful adjustment to UCLA.

Living on Campus.

"Living on campus and joining campus organizations helped me make new friends and adapt quickly to campus."

"Living in the dorms when I transferred really helped me assimilate to life at UCLA. I have access to many activities that I would not have otherwise had access to."

Friends with Other Transfer Students.

"The fact that I was living with other junior transfers and became friends with other transfers in my major helped a great deal because we could all feel like freshmen together."

"I found many others like me (transfers) which made it easier to make friends and fit in."

"The major factor that helped me adjust was knowing that I shared the same problems with my fellow transferees. I didn't seek help in the way of services or support groups because I found them to be too impersonal and generally disinterested in helping you with your problems."

Honors Experience.

"Honors courses at ___ prepared me for UCLA."

"Going to a great school such as ___ and being in the Honors Program."

"Watching my GPA going down. After being an honor student and received the Annual TAP scholarship from my community college, I felt so frustrated not knowing what to do in order to get better grades. Now I am just trying to raise my GPA, graduate and apply for my Ph.D. in Ecology."

"The demands of the honors courses at community college helped me adjust easily to the intensive course load at UCLA. Also, honor students are serious students and being around them makes you competitive and forces you to want to do well. Knowing how to be competitive and work hard paid off when I got to UCLA."

"The Transfer Alliance Program at my JC helped me to adjust, and also just time."

Social Involvement.

"Joining a sorority."

"My fraternity experience at UCLA helped me adjust to the community."

"Joining a club (chess club), talking to and spending time with students in the math department."

Education 180.

"I think Education 180 was a big help. I took their advice and become involved, made friends, talked to professors, etc."

"Meeting people - building a support network of friends really helps. I also took Education 180 and then went on to be a section leader for that class and it has really helped me to adjust."

Strategies.

"Learning by experience. Basically, no help I sought at UCLA was helpful. Being such a large campus as it is, it is hard to provide each student the help they need. Therefore, I adjusted by just going through the process and learning what works and what doesn't."

"The Alumni Association did a lot for me with their transfer orientation program."

"I think most of it was time. To the future transfers, I would recommend taking at least one easy class even if they don't need to take it so that they are not overwhelmed by the fast pace of the quarter system. This should give them time to adjust to UCLA, because time is what helped me."

"Experience - knowing the level of effort and quality professors expect and knowing how to give that. Time - each quarter I learned more about how to do better. Friends - with such an elite group, friends and study sessions have helped rather than hurt.

DISCUSSION OF FINDINGS

Background Characteristics

Previous research on TAP students collected data on traditional background characteristics such as age, gender, ethnicity, transfer GPA, and area of study at UCLA (Ackermann, 1989). Given that these demographic variables are important in providing insight about students, this study asked additional questions in an attempt to gain a broader understanding of students' background factors that may be attributed to various outcome measures. For example, questions about parental educational level, income, place of residence, employment, and high school GPA were additional questions included in the questionnaire.

Reports produced by OAPB revealed that TAP-certified students from 12 TAP participating colleges entered UCLA in Fall quarter 1993. Since only half of the overall TAP cohort was surveyed, the results of students from nine TAP colleges were received and analyzed. The study found the largest percentage of TAP students transferred from Santa Monica College which supports a similar finding from a previous study (Ackermann, 1989). The next largest percentage transferred from Los Angeles Valley College, Los Angeles Pierce College, and El Camino College.

In examining students by age group, more TAP students (78 percent) were in the traditional age group. Similarly, 58 percent of non-TAP student were in the traditional age group. In contrast, only 22 percent of TAP were in the non-traditional age (or older student) category; while 42 percent of non-TAP students were in the non-traditional age category. This finding suggest that more TAP students in the sample were of traditional age.

In terms of gender distribution, a similar pattern is evident for both groups. Overall, women represented a large percentage (68 percent) among TAP and non-TAP students. This finding has remained consistent with previous research (Ackermann, 1989, Banks and Byock, 1991).

Most of the students responding to the questionnaire identified themselves as being "White" or "Caucasian." Among TAP students, 49 percent indicated their ethnic/racial identification was "White," while 53 percent of non-TAP agreed. This finding raises the question: what factors explain the low levels of ethnic minority students' participation or representation in TAP. Since the early writings of TAP from a CPEC report indicated that the program was designed to improve access and performance of transfer students with particular attention to underrepresented students (1990, p. 46), the results provoke researchers and administrators to make further inquiries as to what may explain this phenomenon.

An interesting finding about students' background derived from a question about their parental educational level. In general, TAP students had more mothers who graduated from high school, obtained an associates degree, and received a bachelor's degree. Furthermore, more TAP students had father's who had bachelor's degrees and who obtained a graduate degree. This finding suggest that TAP students tended to have parents who have higher levels of educational attainment. This is important as having parents who attended college indicates that TAP students are not "first generation college" attendees. It is more likely that TAP students were aware of the college experience and expectations given their parents' background, compared to non-TAP students.

A new question included in the survey solicited information about a student's or parental income level. In general, more TAP students indicated that their parents or personal income was between $60,000 - $100,000+. Once again, given that TAP students' parents tend to have higher educational level, it is not surprising that their income levels are in the highest income bracket. The findings about TAP students' parental educational attainment level and income level are variables that characterize an individual's socio-economic status.

Interestingly, in terms of hours working in a job, more TAP students worked between 1-15 hours per week. Conversely, more non-TAP students worked between 16-31 hours per week. This finding suggest that TAP students work less hours than non-TAP students. Since 42 percent of non-TAP students are in the "older student" bracket, it is possible that these students work more hours because of various commitments and needs. For example, working more hours may be due to factors such as supporting a family and having more financial commitments.

Unlike previous studies on TAP students, this study inquired about students' high school academic performance. Overall, TAP students had a higher mean high school GPA (3.40) compared to non-TAP (3.26). However, analysis by age group (i.e., traditional and non-traditional) showed that there were no differences among traditional age students. On the other hand, for non-traditional (or older) students, TAP students had a higher mean high school GPA. Overall, TAP students tended to have higher academic performance levels during their high school experience.

Community College Experiences

In analyzing students' experiences at the community college, the study revealed in terms of academic performance,.both TAP and non-TAP students had similar mean community college GPAs (3.48 for TAP; 3.52 for non-TAP). Although the mean TAP GPA is slightly lower, this difference was not significant. This finding does not support a previous study conducted by Ackermann (1989) who found that TAP transfers had a higher average GPA (3.38) compared to non-TAP transfers (3.18). Interestingly, although students in the TAP sample have slightly lower community college GPAs, the range is higher than what was found by Ackermann (1989). That is, the mean community college GPAs increased by +0.1 for TAP and +0.34 for Non-TAP students.

Possible explanations for the similarity of community college GPAs include the following: TAP students were enrolled in more honors courses that demanded a rigorous academic challenge. These students were expected to perform at higher levels than in non-honors courses. As a result, students may not have earned "A's" in the class, but earned a "B+" or "B". In real terms the letter grade meant that they were enrolled in a difficult class and having earned a B+ or B may be comparable to earning an "A" in a non-honors class. On the other hand, non-TAP students tended not to take honors courses while at the community college. Therefore, the academic demands on non-TAP students were different from students taking honors courses. The curricula and expectations were not the same rigor, therefore it is possible to go through the entire community college experience by having taken "easy" classes and performed academically well, or above average.

When analyzing the community college academic performance for TAP and non-TAP students by age group, some interesting findings emerge. Students in the traditional age category for TAP and non-TAP had a similar mean GPA (3.48 for TAP; 3.50 for non-TAP). Conversely, the mean GPA for non-traditional age students (25-55 years) was different. Older TAP students had a higher mean GPA (3.65) compared to older non-TAP (3.55). Interestingly, older students in general have higher entering or advance GPAs compared to students in the traditional age category. This findings suggest that older students are likely to be more focused in terms of academics, have more discipline, and view their academic experience as a vehicle for seeking upward mobility.

In addition to academic performance, students were asked to respond to various questions about their community college experiences prior to transfer. Questions about courses, faculty involvement, study habits, and use of counseling were included in the questionnaire. The purpose of these questions was to obtain information about the various aspects of their prior experiences at the community college. For TAP students, they were more likely to agree that the courses in which they enrolled at the community college helped develop critical/analytical thinking. In addition, a significant difference favoring TAP students indicated that TAP students were more likely to agree that the courses demanded intensive writing assignments or projects. These findings are not surprising given the structure of the TAP program at community colleges. TAP classes tend to be more rigorous, thus requiring students to perform at greater expectations compared to non-honors courses. Therefore, TAP students are more likely to agree their course experiences demanded greater work. Given the rigor and intellectual challenge these honors or TAP classes offered students, they were more likely to perceive that these courses helped in fostering important skills such as critical and analytical thinking. Perhaps, by virtue of being in these classes, TAP students were challenged by covering more material and engaging in activities that required the use of critical and analytical skills. For example, students were required to write more research papers and read more books.

Since TAP classes tend to be much smaller than regular or traditional class sizes at the community college, the finding that more TAP students agree they felt comfortable approaching faculty outside of class is not surprising. Given the small, intimate class structure of honors classes, there is greater opportunity for students and faculty to interact and develop a student-faculty relationship. Since most of the faculty are perceived as "mentors" for students, students are motivated to talk to them and seek assistance or advice. Given the small class size and low student/teacher ratio, it is more likely that TAP students will feel a higher self-concept in terms of approaching faculty who know them personally and on the academic level. Since a component for TAP is to have small classes that allow for greater interaction with faculty, students are more likely to feel comfortable in approaching their instructor in these classes than in classes in which they are one of a hundred or more student and interaction with faculty is low.

Interestingly, more non-TAP students were in agreement that they sought academic tutoring for classes, compared to TAP students. This significant difference, favoring non-TAP students suggest that they are more likely to use tutorial services to help them master the course material or assist in problem areas. Since the prerequisite of being a TAP student is to maintain a certain academic performance as measured by GPA, students in the program are expected to maintain academic excellence. If TAP students continue their excellent performance, they are less likely to seek tutorial services in their courses because they are doing well.

In terms of students' use of academic counseling, more TAP students were in agreement that they consulted with their academic counselors and the information they received helped in taking the right courses to complete the IGETC. There was a significant difference favoring TAP students on the item: information received from academic counselors was helpful in the transfer process. Another component of the TAP program is having access to an assigned academic counselor. The purpose of having an assigned academic counselor is to help students plan their academic programs and to provide valuable information about transfer and requirements. Given this finding, TAP students are more likely to have a greater involvement level with their academic counselors. Since this component is institutionalized, counselors are required to meet with TAP students and students are most likely encouraged to meet their counselors.

Since the focus of this study was to analyze students who participated in TAP, specific questions about students' honors experiences were included. Questions covered topics such as honors courses, faculty involvement, study habits, and use of academic counseling. During a students' career at the community college, it is possible for students to enroll in honors classes but not participate in an honors program like TAP. Therefore, these students also have exposure to smaller class settings and closer interaction with faculty, similar to TAP students. However, these students may enroll in honors courses, their overall experience will most likely differ because of the lack of access to the programs and services available to TAP students (e.g., assigned faculty and academic counselor).

Overall, TAP students were in more agreement with all the items except for two: honors courses prepared me for the academic standards at UCLA and sought academic tutoring for class. In general, TAP students were less likely to agree that the honors courses prepared them for UCLA and that they were less likely to utilize tutorial services. It is important to note that these differences were not significant. The only significant difference between TAP and non-TAP students was on the item: received honors credit from Honors Contract courses. This difference suggest that more TAP students were likely to have received honors credit from Honors Contract courses.

SUMMARY OF COMMUNITY COLLEGE FINDINGS

- Overall, TAP and non-TAP students have similar mean community college GPAs (3.53 versus 3.52).
- Traditional age TAP and non-TAP students have similar mean CCGPAs (3.48 versus 3.50).
- Older TAP students have a higher mean CCGPA compared to older non-TAP students (3.65 versus 3.55).
- TAP students are more likely to take more honors courses at the community college
- TAP students are more likely to agree that the courses demanded more writing (71% versus 55%).
- TAP students are more likely to agree that the courses helped develop critical/analytical thinking (75% versus 72%).
- TAP students are more likely to agree that they felt comfortable approaching faculty outside of class (96% versus 84%).
- TAP students are less likely to utilize academic tutoring for classes (6% versus 20%).
- Overall, TAP students are more likely to consult with academic counselors, agree that the information was helpful in the transfer process, and agree that the information helped them take the right courses to complete the transfer articulation agreement.

Honors Courses

- TAP students are more likely to agree that the honors courses: developed critical/analytical skills, demanded intensive writing assignment/projects, contributed to the intellectual experience, required more work than non-honors courses, provided an intellectual challenge than non-honors, and required more extensive reading/writing than non-honors.
- TAP students are more likely to agree that honors courses provided opportunity to work closely with faculty and that this student-faculty relationship contributed to the value of honors section.
- TAP students are more likely to study in a group setting with other students.
- TAP students are more likely to agree that they received honors credit from Honors Credit courses.

UCLA Experiences

Overall, the findings reveal that TAP students had a lower mean UCLA GPA, compared to non-TAP students. TAP students had a reported mean of 3.19; while non-TAP students had a mean of 3.26. This finding is not supportive of a previous study conducted by Ackermann (1989). For TAP and Non-TAP students who transferred as juniors in Fall 1988, Ackermann (1989) reported significant differences between both groups in terms of UCLA GPA. TAP students had a reported mean of 2.99, while Non-TAP had a reported mean of 2.70.

Interestingly, although there is a slight difference between TAP and non-TAP students, the overall mean UCLA GPAs have increased since 1988. That is, students in this sample who transferred in Fall 1993 have a higher reported mean UCLA GPA. Moreover, since Ackermann's finding was made over six years ago, the composition of transfer students has changed in terms of age and racial/ethnic identification. An important consideration is the fact that the demographics of transfer students have changed in the last five years. The typical student in community college is 30 years old, attends part time in the evening, has family responsibilities, and holds down a job (Russell and Schmid, 1980). Also, students' levels of prior academic preparation and achievement have improved over time. That is, the competition to transfer to UCLA has increased, thus requiring prospective transfer students to have higher GPAs. Therefore, students with competitive community college GPAs are more likely to continue their academic performance at the senior institution. Although students may experience "transfer shock," over time students will raise their GPA.

When students' academic performance was analyzed by age group distribution (i.e., traditional versus non-tradition), interesting findings are evident. For traditional age students, both TAP and non-TAP students had similar mean UCLA GPAs (3.21 for TAP and 3.23 for Non-TAP). However, for non-traditional students, non-TAP students had a higher mean UCLA GPA (3.31 for non-TAP and 3.12 for TAP), a difference of +0.19. An important finding among TAP students is that non-traditional TAP students had a higher mean UCLA GPA (3.31), compared to traditional age TAP students (3.23). Possible explanations include: non-traditional (older) students have more life experiences that they bring to the college experience, thus are more likely to be focused on their academics; older students are more likely to be serious about completing their degree and moving on to a higher degree or pursue a profession.

An important finding of this revealed that 18 percent of TAP students, compared to 4 percent of non-TAP students indicated that they are members of UCLA College of Letters and Science Honors Program. This finding suggest that TAP students are more likely to continue their involvement in participating in an honors program than non-TAP students. TAP students with prior experiences of engaging in a challenging intellectual experience are more likely driven to pursue this type of experience at UCLA. As a result, the finding that more TAP students indicated that they took between 1-8 honors courses at UCLA is consistent with the former statement. Being a member of the Honors Program at UCLA requires that you enroll in honors courses.

In terms of students' highest intended academic degree, TAP students had more responses in intending to pursue as their highest degree the bachelors, masters, and the law degree. Conversely, more non-TAP students indicated that they intend to pursue as their highest academic degree the doctorate and medical degree.

This study probed on students' intention to graduate. That is, when and what quarter students intend to complete their baccalaureate degree at UCLA. The completion of graduation requirements will differ among transfer students due to various factors. For example, transfer students come to UCLA with different levels of credits completed, completing or not completing the IGETC requirement or prerequisites for the major. Because of these differences, the time to degree for a student is thus, influenced by these aforementioned factors. The results of this study show that both TAP and non-TAP students indicated that they intend to graduate from UCLA by Spring quarter 1995. Interestingly, this finding suggest that students would have completed the graduation requirements within two years (plus or minus attending summer sessions).

For transfer students, coming to UCLA requires a level of adjustment, both academically and socially. Since there is a difference in terms of the institutional environment and academic culture at UCLA, students are required to make an adjustment. One way for students to acquaint themselves to the university is to participate in programs specifically for transfer students prior to the start of Fall quarter. One program sponsored by UCLA is the Transfer Summer Orientation. This program introduces important resources and information about UCLA as it relates to being a transfer student. For this sample, more TAP students (71 percent) indicated that they participated in this program, compared to non-TAP (62 percent). Another program is an intensive six-week academic experience called the Transfer Summer Program (TSP) sponsored by the Academic Advancement Program held in the summer session. According to student responses, more TAP students (12 percent) indicated that they participated in TSP, compared to non-TAP (7 percent). This finding suggest that TAP students are more likely to take advantage of services that may facilitate the transition process prior to the start of their academic career at UCLA.

A student's level of involvement, both academic and social plays an integral role in the adjustment process. Involvement is defined as the amount of physical and psychological energy put into an activity (Astin, 1984, 1991). Social involvement include activities such as attending a campus meeting or event, joining a club or organization, and holding an office in a club. Academic involvement include activities such as asking professor for comments and criticisms about work, information related to a course, discussed ideas for a term paper and talked informally with a professor out of class.

In terms of students' level of social involvement at UCLA, TAP students were less likely to have social involvement at UCLA. As a result, they were less likely to join an organization, attend a meeting or program, or held an office in an organization. Although the differences were insignificant, this finding suggest that non-TAP students were more likely to have higher levels of social involvement.

Similarly, in terms of students' level of academic involvement at UCLA, TAP students were less likely to have any academic involvement at UCLA. Therefore, they were less likely to ask professors for comments or information about class.

In terms of the adjustment process, more TAP students were in agreement that they experienced "transfer shock," experienced increased level of stress, and experienced difficulty adjusting to the 10 week quarter system. On the other hand, less TAP students agreed that adjusting to the academic standards at UCLA was difficult. These crosstabulation findings, although insignificant, suggest that TAP students tend to experience a greater difficulty in the adjustment process to UCLA.

The factor called Perceptions of Adjustment characterizes the extent to which students felt about various factors that influenced their difficult adjustment process to UCLA. In an environment like UCLA, it is common for students, especially transfer students to possess the feelings that lead to disillusionment and discouragement. The crosstabulation results indicate that TAP students were in more agreement that large classes intimidate them and that students are treated like "numbers in a book." The significant difference of TAP agreeing that students are treated like number suggest that they are more likely to hold the perception that they are just one of hundreds on students in a class. In the past, TAP students at the community college were enrolled in small classes where interaction with faculty was an important component. Now at UCLA, these students are enrolled in class sizes five to ten times the size they are accustomed to. As a result, TAP students are more likely to be dissatisfied and feel a lack of involvement with professors.

In terms of students' overall satisfaction at UCLA, TAP students had higher responses in two variables that comprise this factors: would recommend to other transfer students to transfer, and I feel that I belong at UCLA.

Factor Analysis: Factor analysis was employed as a statistical technique in order to identify dimensions that may assist in understanding complex phenomena. The results of the analysis yielded eight factors. In order to help understand transfer students' experience both at the community college and at UCLA, factors within each environment were developed. These factors represent the attitudes and behaviors that characterize transfer students on a number of dimensions.

Group Membership: Mean scores were computed for each factor. Furthermore, analysis by group membership and age group distribution were analyzed. The results for the group membership analysis revealed TAP students scored higher in all the factors in the community college environment. Specifically, TAP students scored higher in the Academic Preparation and Academic Involvement factors. This finding suggests TAP students are more likely to perceive their academic experience at the community college helped in developing critical and analytical skills and courses demanded intensive writing assignment. In terms of academic involvement, TAP students are more likely to have higher levels of involvement with faculty at the community college. This supports the notion TAP students tend to have more interaction with faculty because of the small honors classes which foster this opportunity. A significant difference, favoring TAP students was on the Transfer Process Factor. This finding suggest that TAP students are more likely to perceive that their experience with academic counselors at the community college was helpful in the transfer process. Given that TAP students are assigned an academic counselor, TAP students are more likely to have higher levels of involvement with their academic counselors and thus, access to useful information about transfer requirements.

Given the above findings of the community college experience, TAP students scored higher in only two UCLA factors: Adjustment Process and Perceptions of Adjustment. For TAP students, the mean responses indicate that they are more likely to experience higher levels of difficulty adjusting to UCLA, compared to non-TAP students. This factor is characterized by students having experienced transfer shock, experienced increased level of stress, difficult adjusting to academic standards, and difficult adjusting to the 10 week quarter system.

The second factor TAP students scored higher was in Perceptions of Adjustment. This factor is characterized by experiences about the UCLA environment. TAP students are more likely to perceive that they are overwhelmed by the size of the student body, the large classes intimidate them, and students are treated like "number is a book." This finding suggest that TAP students come to UCLA from a community college with prior academic experiences. Since community colleges are smaller in terms of class size, size of campus, coming to UCLA required a major adjustment. Also, since TAP students were enrolled in honors classes that were small in size and had more interaction in these classes, coming to UCLA and being enrolled in classes substantially larger prevented or impeded lower levels of involvement with professors, thus created a difficult adjustment process.

Interestingly, non-TAP students scored higher in the following UCLA factors: Social Involvement, Academic Involvement, and Overall Satisfaction. This finding suggest that non-TAP students are more likely to have higher levels of social and academic involvement, and have higher levels of satisfaction at UCLA.

Traditional Age: When the mean scores were analyzed by age group, the findings are similar for traditional age students. For TAP students in the traditional age group (24 or below), they scored higher in all the community college factors and two UCLA factors. Similar to the previous finding for TAP students, traditional age TAP students compared to traditional age non-TAP students are more likely to perceive that their academic preparation at the community college helped in developing important skills and that courses demanded more work, perceived that the information from academic counselor was helpful in the transfer process, and had higher levels of academic involvement. For the UCLA factors, TAP students scored higher in Adjustment Process and Overall Satisfaction. Once again, traditional age TAP students are more likely to experience a difficult adjustment process at UCLA and have higher levels of satisfaction.

Non-Traditional Age: For students in the non-traditional age group (25-54 years old), the findings reveal a similar pattern found in the analysis by group membership. Older TAP students scored higher in two community college factors: Academic Preparation and Transfer Process. However, older TAP students scored lower in academic involvement with faculty. This finding suggest that older TAP students also perceive that their academic preparation at the two-year was demanding and that their experiences with academic counselors was helpful in the transfer process. For UCLA experiences, older TAP students scored higher in the same two UCLA factors previously found in the group membership analysis: Adjustment Process and Perceptions of Adjustment.

Traditional Versus Non-Traditional Age: The findings from the mean scores for students by age group distribution revealed significant findings. For the community college experience, traditional age students scored lower in all three factors: Academic Preparation, Transfer Process, and Academic Involvement. A significant difference was found on the Academic Involvement factor. This finding suggest that traditional age students are more likely to have lower perceptions or attitudes about their academic preparation at the two-year, have lower satisfaction with the information from academic counselors, and have less academic involvement with faculty.

For UCLA experiences, traditional age students scored higher in two factors: Social Involvement and Perceptions of Adjustment. This finding suggest that traditional age students are more likely to have higher levels of involvement when it comes to joining clubs or organizations, attending programs or meeting, or holding an office in an organization. Since most organizations at UCLA are comprised predominantly of traditional age students, traditional age transfers are attracted to participate. Traditional Age students also scored higher in the Perceptions of Adjustment factor. This factor characterizes a students' difficult adjustment process due to certain types of barriers. For example, traditional age students are more likely to feel that they are overwhelmed by the size of the student body, feel intimidated by the class size, feel like students are treated like numbers in a book, and experience difficulty finding places around campus. This finding suggest that traditional age students are more likely to perceive that the inherent characteristics of UCLA inhibits or impedes a students' transfer adjustment process.

On the other hand, non-traditional (or older) students scored higher in all three community college factors and three UCLA factors. Since older students are more likely to have greater academic involvement at the two-year, they are more likely to continue this habit at UCLA. This was a significant finding favoring older students. Older students also scored higher in the overall satisfaction factor, a significant difference, suggesting that older student in general are more satisfied with their UCLA experience compared to non-traditional age students. For older students, having more academic involvement may mean that they feel more comfortable approaching faculty and are less intimated by their position. Being an older student may also infer that they have more life experiences.

The overall findings by age group distribution raises important issues. For traditional age students, they are less likely to have involvement with faculty at the two-year and four-year. The findings suggest that "age" is a factor in the extent to which students engage in certain activities at the community college or UCLA environment. By virtue of being an "older student," these students come to the college experience with prior life experiences. That is, older students have been exposed to various experiences and older students are more likely to have higher levels of involvement, compared to traditional age.

SUMMARY OF UCLA FINDINGS

- Overall, TAP students had a lower reported mean UCLA GPA compared to non-TAP students (3.19 versus 3.26).
- Traditional age TAP students had a similar mean UCLA GPA, compared to non-TAP (3.21 versus 3.23).
- Older non-TAP students had a higher mean UCLA GPA, compared to older non-TAP (3.31 versus 3.12).
- TAP students are more likely to be members of the UCLA Honors Program (18% versus 4%).
- TAP students take more honors courses (20% versus 14%).
- TAP students are more likely to major in Social Sciences, and less likely to major in Life Sciences, Physical Sciences.
- More TAP students intend to pursue the bachelors (BA or BS), masters (MA or MS), and law degree (LLB or JD).
- Both TAP and non-TAP are more likely to indicate that they intend to graduate from UCLA by Spring quarter 1995.
- TAP students are more likely to attend the Transfer Summer Orientation (71% versus 62%)
- TAP students are more likely to participate in the Transfer Summer Program prior to Fall quarter 1993 (12% versus 7%)

UCLA Experiences

- Overall, TAP students tend to have lower social and academic involvement compared to non-TAP students.
- Overall, TAP students tend to experience a difficult adjustment process, compared to non-TAP students.
- TAP students are more likely to agree that "most students are treated like numbers in a book" (71% versus 56%).

SUMMARY OF FACTOR ANALYSIS FINDINGS

Comparative Analysis of Group Membership (TAP versus Non-TAP)

- TAP students tend to have more agreement that the courses taken at the community college prepared them for UCLA.
- TAP students tend to have slightly higher levels of academic involvement with faculty at the community college.
- Significantly more TAP students agreed that their academic counselors were helpful in the transfer process.
- Overall, TAP student tend to have lower social and academic involvement, compared to Non-TAP students at UCLA.
- Overall, TAP students tend to experience a slightly more difficult adjustment process at UCLA.
- Overall, TAP students tend to experience a slightly more difficult transition to UCLA due to their perceptions about the environment (e.g., overwhelmed by student body, large classes are intimidating, students are treated like "numbers in a book.")
- Overall, both TAP and Non-TAP student are satisfied with their UCLA experience.

Comparative Analysis of Traditional Age Students

- TAP students tend to have slightly more agreement that their community college academic preparation helped facilitate a positive academic adjustment at UCLA.
- TAP students tend to have slightly more agreement that the services received from academic counselors was helpful in the transfer process.

- TAP students tend to have slightly more involvement with faculty at community college.
- TAP students to have slightly more agreement that they experienced a difficulty adjustment process to UCLA.
- TAP students tend to have slightly more agreement that they are satisfied with their overall UCLA experience.

Comparative Analysis of Non-Traditional Age Students

- Older TAP students tend to have slightly more agreement that their community college academic preparation helped facilitate a positive academic adjustment at UCLA.
- Older TAP students tend to have slightly more agreement that the academic counselors provided helpful information about the transfer process.
- In general, both TAP and non-TAP students had similar academic involvement level.
- Older TAP students tend to have slightly more agreement that they experienced difficulty in the adjustment process.
- Older TAP students tend to have more agreement of experiencing difficulty in the transition to UCLA due to their perceptions about the environment.
- In general, older non-TAP students tend to have slightly more academic/social involvement levels at UCLA.
- In general, both TAP and non-TAP students were satisfied with their overall UCLA experience.

Comparative Analysis of Traditional versus Non-Traditional Students

- Non-traditional age students scored slightly higher in two community college experiences: Academic Preparation and Transfer Process factors.
- Non-traditional age students had significantly more academic involvement at the community college.
- Traditional age students scored significantly higher in two UCLA factors: Social Involvement and Perceptions of Adjustment.
- Non-Traditional age students scored significantly higher in two factors: Academic Involvement, and Overall Satisfaction.

CONCLUSIONS

The primary goal of this exploratory study was to investigate how students who transferred from California community colleges to UCLA performed academically and to explore the nature of their experience in adjusting to the senior institution. Two transfer student populations were the primary focus: 1) students who participated in the Transfer Alliance Program and entered UCLA as TAP-certified students; and 2) traditional transfers who had no prior TAP experience.

The focus of this study was to build on previous findings and to ask additional questions pertaining to a student's prior community college experience and a student's UCLA experience. In addition to examining transfer students' academic performance, additional research questions were posed in an effort to yield more information about the students' academic and social involvement, level of adjustment, and overall satisfaction at UCLA. Furthermore, results from open-ended questions were analyzed to provide an in-depth understanding of transfer students and their experiences. The intent of this study was to provide more information, both quantitatively and qualitatively, about a transfer student's experiences at UCLA that would be useful for TAP and UCLA's efforts to improve the effectiveness of the program and to address the needs of transfer students.

A major finding of this study pertains to the academic achievement of transfer students, specifically between TAP and Non-TAP students. Interestingly, TAP students had a higher mean high school GPA. Prior to transfer, the mean community college GPA for TAP students was slightly higher, but not significantly different. This finding suggests that transfer students are similar in their academic performance at the community college. At UCLA, TAP students' mean GPA was slightly lower than non-TAP students.

Although the academic performance of students was similar, an important observation is that the overall mean community college and UCLA GPAs were higher than those found in Ackermann's (1989) report of the 1988 cohort of TAP and non-TAP students. This finding suggests that the cohort of transfer students has changed in the last five years. More non-traditional age students are enrolled in community colleges and are in the transfer pipeline. Also, the competition for admission to UCLA has increased over time, and a student's entering community college GPA continues to be an important factor in the admission process. As a result, students are encouraged to perform academically well in order to compete with other transfers for a spot.

Another important finding for TAP students pertains to their community college experiences. Overall, significantly more TAP students agreed that their courses demanded more work, they felt comfortable approaching faculty outside class, they were less likely to use academic tutoring, and the information from academic counselors was helpful in the transfer process. We know in order to be a TAP student, students must enroll in a minimum number of honors courses. Therefore, these courses are likely to be rigorous and demand more work than to non-honors courses. Since a component of TAP is to be in small classes with greater interaction with faculty, it is not surprising that significantly more TAP students felt comfortable approaching faculty outside class. In general, students will more likely feel comfortable approaching faculty if a student does not feel intimidated. Since TAP students have greater contacts with faculty in their honors classes, they are more likely than non-TAP students to approach faculty. Interestingly, non-TAP students are more likely to use academic tutoring for classes. Lastly, significantly more TAP students agreed that the information from academic counselors was helpful in the transfer process. Once again, having an assigned counselor is an added advantage to being a TAP student. TAP students tend to have the luxury of consulting with assigned counselors and not worry about waiting in long lines with the general student population and dealing with multiple counselors. Going to one counselor helps in receiving consistent information about transfer requirements.

Although the findings did not yield significant differences, TAP students tend to have lower levels of social and academic involvement at UCLA and tend to have more agreement of experiencing difficulty in the adjustment process. Conversely, significantly more TAP students agreed that students are treated like "numbers in a book." In general, both TAP and Non-TAP were satisfied with their overall experience at UCLA.

The results from the factor analysis reveal important findings. For TAP students, a significant difference on the Transfer Process factor suggest that they are more likely to have positive experiences with academic counselors in terms of obtaining useful and effective information about the transfer process at the community college. When age was controlled, there were no significant differences between the traditional or non-traditional age of TAP and non-TAP students on all factors. However, when an analysis by age groups was conducted, significant differences were revealed. In general, younger students scored lower in all the factors except in two: Social Involvement and Perceptions of Adjustment. This finding suggest that traditional age students in general are more likely to have higher levels of joining clubs or organizations, attending a meeting of a club, or holding an office in a club or organization. In addition, traditional age students are more likely to perceive that various factors at UCLA reinforced the difficult adjustment process such as feeling overwhelmed by the size, and feeling like students are treated like "numbers in a book." On the other hand, older or non-traditional age students scored higher in the Academic Involvement factors at the community college and UCLA and in Overall Satisfaction. In general, older students tend to have more academic involvement at the two-year college and will most likely carry over this involvement. Additionally, since older students tend have higher levels of overall academic performance than traditional age students, they are more likely to have higher satisfaction with their overall UCLA experience.

So what is the bottom line? The bottom line is TAP students are more likely to have contact with faculty at the community college and perceive positive experiences in obtaining useful information from their academic counselors. TAP students are exposed to a unique environment and receive special services not available to the general student population at their community college. Because there is a socialization process that takes place for TAP students during their community college experience, the environment of TAP may be perceived as a "protected" environment. For example, the culture of TAP is an environment that provides a challenging academic experience, close interactions with faculty, academic counselors, and fellow

TAP student. Given this "protected" environment where TAP students are given special attention to their needs, their difficult experience during the transfer process to UCLA is more likely to be accentuated because of the contrasting academic/institutional environment of their community college experience with UCLA. Given the TAP culture at the community college, the UCLA institutional culture or environment is drastically different from what students are accustomed to. The open-ended responses provide evidence of the dissatisfaction among TAP students about their academic experiences such as the lack of interaction with professors, the different teaching styles of UCLA professors compared to instructors at the community college, difficult adjustment from a semester to the quarter system, and the difficult adjustment process. For TAP students, making the adjustment to an environment like UCLA where they came from small classes where instructors know them by first name, to an environment where class sizes average about 100+, the disparity between these experiences impede a TAP student's adjustment process. At the community college TAP students had access to special services at the community college. When TAP come to UCLA there are no assigned faculty advisor, academic counselor, or designated area to study, thus, they are at the same starting line with other transfer students at UCLA. That is, because there is no designated office that provide similar types of services to TAP students when they come to UCLA, they are on their own and must compete with fellow undergraduates for the various services that are available to students, such as academic counseling.

An important observation that needs to be made is that perhaps TAP students are at a disadvantage with they transfer to UCLA because of greater demands of having to adjust to a different environment. The context of the TAP culture is an excellent program that fosters intellectual and academic growth, however, the extent to which TAP students are not prepared to make the social/psychological adjustment to a very different institutional environment and culture requires a closer examination. Given that TAP students are more likely to have a difficult adjustment process at UCLA, it is not surprising that they perceive students are treated like "numbers in a book." Finally, for TAP students, transferring to UCLA requires having to adjust to a new institutional culture and environment. Factors such as increased academic demands, large lecture classes, relocation to a new environment, coping with new services not provided to them (e.g., assigned faculty advisor, assigned academic counselor) are a few of the obstacles that require transfer students to make adjustments. The principle underlying the adjustment process is that the greater dissimilarity between a student's previous experiences and present situation, the greater the adjustment will be required. For TAP students, their adjustment process is more likely to be difficult because of the dissimilar environments.

RECOMMENDATIONS

The following are recommendations that may help facilitate the transfer process for TAP students.

- **Workshops**: Workshops at the community college setting that focus on "Making the Transition" to UCLA. Workshops should cover salient issues such as: adjusting to a large campus, adjusting to large classes, adjusting to demanding academic rigor. Workshops should include former TAP students who can share their personal experiences about the transfer adjustment process. Panel discussions or brown bag events with former TAP students from the community college. Providing opportunities to interact with former TAP students about their UCLA experiences will provide valuable information and service to prospective transfers to UCLA.

- **Linkages with UCLA**: Increase exposure to UCLA's campus life prior to transfer: For example, efforts should be made to establish linkages with the Honors and Undergraduate Programs to visit with academic counselors. Provide more opportunities for TAP students to experience the classroom environment, and meet with professors. The greater the exposure and awareness of the expectations, the lower the demand for adjustment.

- **Programs at UCLA**: A "Mentor/Mentee" program for incoming TAP students should be developed. New TAP students could be paired with current UCLA (former TAP) students. The goal is to ease the transition process for new TAP students by learning from former TAP students and their experiences. Students learn about the institutional and academic culture of UCLA from a fellow student's perspective.

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APPENDICES

APPENDIX A

List of Participating TAP Colleges

LIST OF APPENDICES

A. Listing of Participating TAP Colleges

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C. Transfer Students' Questionnaire (TSQ)

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TRANSFER ALLIANCE PROGRAM (TAP)
List of Participating Colleges
(as of October 19, 1995)

UCLA College of Letters and Science
Honors and Undergraduate Programs
A-265 Murphy Hall
Los Angeles, CA 90095

1. Antelope Valley College
2. College of the Canyons
3. Chaffey College
4. East Los Angeles College
5. El Camino College
6. Glendale College
7. Long Beach City College
8. Los Angeles City College
9. Los Angeles Harbor College
10. Los Angeles Pierce College
11. Los Angeles Southwest College
12. Los Angeles Valley College
13. Pasadena City College
14. Rancho Santiago College
15. Saddleback College
16. San Bernardino Valley College
17. San Diego City College
18. Santa Monica College
19. West Los Angeles College
20. West Valley College

APPENDIX B

Elements of the Transfer Alliance Program (TAP)

ELEMENTS OF A TRANSFER ALLIANCE PROGRAM

STRUCTURE AND ADMINISTRATIVE SUPPORT

- Commitment from community college president that the TAP affiliation is desired and will be supported administratively.
- Released/reassigned time for an instructional director to coordinate the program, be a liaison with UCLA, and be a member of the UCLA TAP Council.
- Organize structure for the TAP (i.e., Honors Program) reporting to an academic dean or vice president, having official representation on college governance and/or advisory groups.
- Regular meetings of an advisory or policy-making group composed of faculty and administrators.
- On-campus location for the TAP with office space, clerical support and an assembly place for students.
- A plan for program assessment and accountability.
- Encourage curricular continuity from secondary schools to community college to the University of California.

ACADEMIC STANDARDS

- Establish student performance criteria including entrance into the program, maintenance and completion of the program.
- Require completion of a specified number of enriched general education and/or pre-major courses specifically for students in the program or students qualified to enter the program.
- Guarantee that courses necessary for transfer to UCLA will be offered regularly.
- Work with students to plan programs that include honors courses, general education (i.e., IGETC) and pre-major courses.
- Monitor student progress and develop effective ways to certify students for UCLA admission priority and submit TAP Certification documents in a timely fashion.

STUDENT RECRUITMENT AND SERVICES

- Encourage a culturally and ethnically diverse group of students to participate in the TAP.
- Provide effective communication among students, faculty and counselors so that information about the program and program activities are disseminated.
- Designate a particular counselor for TAP students who will be knowledgeable about TAP, UCLA and UC requirements and will participate in the TAP Council.
- Encourage utilization of UCLA Outreach Services, articulation agreements, catalogs and other transfer information.
- Coordinate program and services with the Transfer Center and EOP.

TRANSFER ALLIANCE PROGRAM
July, 1993

TRANSFER ALLIANCE PROGRAM (TAP)
1994/95 Program Components and Responsibilities

Admissions Liaison (Allyson Hill): (310) 206-8346
- Create and manage admissions cycle calendar; request admissions status reports
- Facilitate the admissions process for TAP students and review TAP applicants for guaranteed priority admission consideration
- Arrange special privileges at UCLA for TAP students
- Participate in TAP Council meetings and SUPER TAP DAY

Outreach Component (Alfred Herrera): (310) 825-0960
- Provide outreach services to students at TAP colleges
- Participate in SUPER TAP DAY

College Liaison (Judith Collas): (310) 825-0960
- Organize SUPER TAP DAY
- Receive TAP certifications
- Write special letters to TAP admits
- Support the UCLA Transfer Student Association and maximize its service to TAP
- Chair TAP Council meetings; develop agenda
- Monitor TAP budget

Counseling Component (Judy Gore): (310) 206-1653
- Provide student linkages with UCLA prior to transfer
- Provide advising and support to TAP faculty directors and counselors
- Build student identification with UCLA prior to transfer

Administrative Support (Grace Angus): (310) 206-1225
- Prepare all correspondence and coordinate all mailings to TAP faculty directors, TAP counselors and admitted TAP students
- Arrange room reservations, refreshments and parking for TAP Council meetings; arrange refreshments and parking for SUPER TAP DAY

Systems Support
- Input TAP designation in Admissions system for appropriate applicants; delete TAP flags as necessary; ensure that Admissions system is updated

Faculty Liaison (Joan Clemons): (310) 206-7053
- Consult with TAP college administrators, faculty and advisory committees to address program development issues
- Promote UCLA and community college faculty involvement with TAP through existing faculty alliances
- Enable TAP colleges to increase recruitment of undeserved students through connections with special UCLA projects and grants
- Facilitate review of TAP programs and longitudinal studies of student performance at UCLA
- Organize task forces to address TAP curriculum, teaching methods and strategies, and program development
- Participate in TAP Council meetings and SUPER TAP DAY

APPENDIX C

Transfer Students' Questionnaire

COMMUNITY COLLEGE EXPERIENCE

Community college you transferred from: ______________________________ **What was your community college GPA:** _________

Did you take honors courses at the community college? *If NO, please complete PART I*	○ YES	○ NO
If YES, how many honors courses did you take?	○ 1-3	○ 7-9
If YES, please complete PART I and PART II	○ 4-6	○ 10 or more
Were you a TAP (Transfer Alliance Program) student?	○ YES	○ NO
Did you transfer to UCLA as a TAP student?	○ YES	○ NO

PART I. The purpose of this study is to obtain information about your community college experience prior to your transfer to UCLA. The following questions address various aspects of your community college ("CC") experience. (Indicate your responses by filling in one of the spaces to the left of each item)

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
○	○	○	○	The CC courses prepared me to be academically successful at UCLA.
○	○	○	○	I consulted with academic counselors regarding transfer.
○	○	○	○	I felt comfortable approaching faculty outside class.
○	○	○	○	I frequently studied in a group setting (study groups) with students.
○	○	○	○	I sought academic tutoring for classes.
○	○	○	○	The courses demanded intensive writing assignments and projects.
○	○	○	○	The courses I took at the CC helped me develop critical / analytical thinking.
○	○	○	○	Overall, the courses I took at the CC were intellectually challenging.
○	○	○	○	I visited faculty and sought their advice on class projects such as writing assignments and research papers.
○	○	○	○	Information received from academic counselors was helpful in the transfer process.
○	○	○	○	The information helped me take the right courses to complete the transfer articulation agreement.

PART II. Honors Courses at Community College

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
○	○	○	○	The honors courses developed my critical and analytical thinking.
○	○	○	○	The courses demanded intensive writing assignments and projects.
○	○	○	○	The courses provided an opportunity to work closely with faculty.
○	○	○	○	The small class size contributed to the intellectual experience.
○	○	○	○	The courses were more intellectually challenging than non-honors courses.
○	○	○	○	The courses prepared me for the academic standards at UCLA.
○	○	○	○	The course requirements were demanding compared to non-honors courses.
○	○	○	○	The student-faculty relationship contributed to the value of honors section.
○	○	○	○	The courses required more extensive reading and writing than non-honors.
○	○	○	○	I felt comfortable approaching faculty outside class.
○	○	○	○	I frequently studied in a group setting (study groups) with students.
○	○	○	○	I sought academic tutoring for classes.
○	○	○	○	The information received for academic counselors was helpful in the transfer process.
○	○	○	○	I received honors credit from Honors Contract courses.
○	○	○	○	Most of the honors courses met the prerequisites for the major and the IGETC.

UCLA EXPERIENCE

The following questions pertain to your experience at UCLA.

What is your major at UCLA? ______________________________

What is your current UCLA GPA? ________

How many course units are you taking this quarter?

○ 1 - 5 units
○ 6 - 10 units
○ 11 - 15 units
○ 16 - 20 units
○ 21 or more units

As far back as you can remember, how many units did you take per quarter?

______F 1993
______W 1994
______S 1994
______F 1994
______W 1995

Did you attend Summer Transfer Orientation? ○ Yes ○ No

Are you in UCLA's Honors Program (Letters & Science)? ○ Yes ○ No

How many Honors courses have you taken at UCLA?

○ None
○ 1-4
○ 5-8
○ 9-12
○ 13 or more

If you are eligible for AAP services, how often do you use the following:

Very Often	Often	Occasionally	Never	
○	○	○	○	Academic Counseling
○	○	○	○	Graduate Mentor
○	○	○	○	Peer Counseling
○	○	○	○	Preferential Enrollment
○	○	○	○	Tutorial Services
○	○	○	○	Workshops

Did you participate in the AAP Transfer Summer Program (TSP) in Summer 1993?

○ Yes ○ No

DIRECTIONS: In your experience at UCLA during the current school year, about how often have you done each of the following? (Indicate your responses by filling in one of the spaces to the left of each statement)

Experiences with Professors at UCLA

Very Often	Often	Occasionally	Never	
○	○	○	○	Talked informally with a professor outside of class.
○	○	○	○	Asked your professor for information related to a course you were taking (grades, make-up work, assignments, etc.)
○	○	○	○	Discussed ideas for a term paper or other class project with a professor.
○	○	○	○	Asked your professor for comments and criticisms about your work.
○	○	○	○	Worked with a professor on his/her research.

Clubs and Organizations at UCLA

Very Often	Often	Occasionally	Never	
○	○	○	○	Attended a program, meeting, or event put on by a student group.
○	○	○	○	Attended a meeting of a club, organization, or student government group.
○	○	○	○	Worked for a student organization(s) or on a special project(s)
○	○	○	○	Joined a club, organization, or student government.
○	○	○	○	Held an office in a club, organization, or student government.
○	○	○	○	Participated in a Transfer Student Association (TSA) program.
○	○	○	○	Learned about organizations that sponsor activities specifically addressed to the needs of transfer students.

UCLA EXPERIENCE (continued)

Student Services at UCLA

Very Often	Often	Occasionally	Never	
○	○	○	○	Attended Academic Workshops in the Commons at Griffin Commons.
○	○	○	○	Utilized Student Psychological Services (SPS).
○	○	○	○	Utilized services offered by Placement and Career Planning Center (PCPC).
○	○	○	○	Consulted with departmental or L&S counselors regarding courses and major.
○	○	○	○	Utilized tutorial services.
○	○	○	○	Purchased lecture notes to use as additional study guides for class.
○	○	○	○	Visited and obtained information from the Women's Resource Center.

Below are statements about your adjustment process and your opinions about your overall satisfaction at UCLA. Please indicate the extent to which you agree or disagree. (Mark one for each item)

Adjustment Process to UCLA

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
○	○	○	○	Adjusting to the academic standards or expectations has been difficult.
○	○	○	○	I often feel overwhelmed by the size of the student body.
○	○	○	○	The large classes intimidate me.
○	○	○	○	It is difficult to find my way around the campus.
○	○	○	○	My level of stress increased when I started UCLA.
○	○	○	○	Where I live made a difference to my adjustment at UCLA.
○	○	○	○	I experienced "Transfer Shock" when I started UCLA.
○	○	○	○	It is easy to make friends at UCLA.
○	○	○	○	It was difficult adjusting to the 10 week quarter system.
○	○	○	○	Spent time with friends that you made at the community college you attended.
○	○	○	○	Made friends with students who transferred from community colleges.

College Satisfaction at UCLA

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
○	○	○	○	Many students feel like they do not "fit in" on this campus.
○	○	○	○	Professors are strongly interested in the academic development of undergraduates.
○	○	○	○	I feel that I belong at UCLA.
○	○	○	○	Most students are treated like "numbers in a book."
○	○	○	○	Student services are responsive to students needs.
○	○	○	○	I feel the courses I have taken have been interesting and worthwhile.
○	○	○	○	I am satisfied with my decision to transfer to UCLA.
○	○	○	○	UCLA is an intellectually stimulating and often exciting place to be.
○	○	○	○	I would recommend to other transfer students to come to UCLA.
○	○	○	○	If I could change things, I wish I could have entered UCLA as a freshman.

BACKGROUND INFORMATION

Age: ________

Sex: ○ Male ○ Female

High School GPA? ________

Year/Quarter you transferred to UCLA: ______________________

Racial or Ethnic Identification: (Please mark one)

○ African American/Black
○ Asian-Pacific Islander
○ Chinese/Chinese-American
○ Pilipino/Pilipino(a)-American
○ Japanese/Japanese-American
○ Korean/Korean-American
○ Hispanic, Latino(a)
○ Mexican/Mexican-American or Chicano(a)
○ American Indian/Alaska Native
○ White/Caucasian
○ Other___________________________

Place of Residence:

○ Residence Hall
○ Apt. (on-campus)
○ Apt. (off-campus)
○ Parents
○ Other

When do you intend to graduate from UCLA?

○ Spring '95
○ Summer '95
○ Fall '95
○ Winter '96
○ After Winter '96
○ Might not graduate

How long does it take you to get to UCLA from where you live?

○ 0 - 15 minutes
○ 15 - 30 minutes
○ 30 - 1 hour
○ 1 hour - 1.5
○ 1.5 hours - 2 hours
○ more than 2 hours

What is the highest academic degree that you intend to obtain?

○ BA or BS
○ MA or MS
○ Ph.D. or Ed.D.
○ M.D. or D.D.S.
○ LL.B. or J.D.
○ Other

What is the highest level of education completed by your parents? (Mark one in each column)

Mother		**Father**
○	Elementary School or less	○
○	Some high school	○
○	High school graduate	○
○	Some college	○
○	Associate Degree from community college	○
○	Bachelor's degree	○
○	Some graduate school	○
○	Graduate degree	○

What is your best estimate of your parents' (or if independent, your) total household income last year? Consider income from all sources before taxes. (Mark one)

○ Less than $14,999
○ $15,000 -19,999
○ $20,000 - 24,999
○ $25,000 - 29,999
○ $30,000 - 34,999
○ $35,000 - 39,999
○ $40,000 - 49,999
○ $50,000 - 59,000
○ $60,000 - 74,999
○ $75,000 - 99,999
○ $100,000 +

During the time school is in session, about how many hours a week do you usually spend working on a job?

○ none. I am not employed.
○ 1 - 10 hours
○ 11 - 15 hours
○ 16 - 20 hours
○ 21 - 30 hours
○ more than 30 hours

OPEN-ENDED QUESTIONS

Please describe how your overall experience at UCLA differs from your community college experience in terms of academics, academic/social involvement, adjustment, and overall satisfaction.

In retrospect, what do you wish you had done at the community college to better prepare you for UCLA?

What factors helped you adjust to UCLA? Please explain.

Instructions for mailing:
Please fold questionnaire in half and tape to seal.

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS MAIL PERMIT NO. 16046 LOS ANGELES, CA

POSTAGE WILL BE PAID BY ADDRESSEE

UNIVERSITY OF CALIFORNIA, LOS ANGELES
DEAN OF HONORS AND UNDERGRADUATE PROGRAMS
COLLEGE OF LETTERS AND SCIENCE
405 HILGARD AVE
LOS ANGELES CA 90099-6973

APPENDIX D

Dean's Cover Letter

UNIVERSITY OF CALIFORNIA, LOS ANGELES **UCLA**

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

DEAN OF HONORS AND
UNDERGRADUATE PROGRAMS
COLLEGE OF LETTERS AND SCIENCE
405 HILGARD AVENUE, A265 MURPHY HALL
LOS ANGELES, CALIFORNIA 90024-1571

March 31, 1995

Dear Student:

Attached is a short questionnaire that asks you about your academic experiences at your community college and at UCLA. This survey is being sent to about 1000 California community college transfer students who entered UCLA in Fall Quarter 1993. Our main purpose in seeking this information is to learn how well UCLA and the California community colleges are meeting the needs of transfer students.

I know your time is precious, but I hope you will take about fifteen minutes to answer the questions on this survey. This is your opportunity to help us anticipate the needs of future transfer students. Your responses will also help us serve you better during the rest of your time at UCLA.

When you have completed the questionnaire, please refold it with the return address on the outside and tape it closed. Then return the questionnaire by U.S. mail, reply postage paid. Please return the questionnaire by Friday, April 21, 1995, at the latest. Your answers to these questions are important to us. If you would like more information about this research project, call Frankie Laanan, (310) 206-1200 or (310) 825-8317.

Thank you in advance for your time and attention and for your supporting our efforts to improve the quality of undergraduate education at UCLA.

Sincerely,

Edward A. Alpers

Edward A. Alpers
Dean, Honors and Undergraduate Programs

75 UCLA

APPENDIX E

Description of Majors

Description of Students' Declared Major at UCLA

Humanities

- Art
- Art History
- Chicano Studies
- Dance
- East Asian Languages
- East Asian Studies
- English
- Ethnomusicology
- French
- Italian
- Linguistics
- Motion Picture/Television
- Music
- Philosophy
- Slavic Languages
- Spanish and Portuguese
- Theatre
- World Arts and Culture

Life Sciences

- Anthropology
- Biology
- Geography
- Microbiology
- Physiological Sciences
- Psychobiology

Social Sciences

- Afro-American Studies
- Communication Studies
- Developmental Studies
- Economics
- History
- Political Science
- Psychology
- Sociology
- Women's Studies

Physical Sciences

- Biochemistry
- Chemistry
- Civil Engineering
- Computer Science
- Electrical Engineering
- Mathematics
- Physics

Other

- Nursing

Source: Laanan, 1995.

APPENDIX F

Factor Analysis Results

Factor Analysis Results for Non-TAP and TAP Students at UCLA

Factor 1: Academic Preparation at Community College

Measure	factor loading
The courses helped me develop critical and analytical thinking.	.830
Overall, the courses were intellectually challenging.	.748
The courses demanded intensive writing assignments and projects.	.726
The courses prepared me to be academically successful.	.687

Factor 2: Transfer Process

Measure	factor loading
Information helped me take the right courses to complete the transfer articulation agreement.	.865
Information received from academic counselors was helpful in the transfer process.	.852
I consulted with academic counselors regarding transfer.	.583

Factor 3: Academic Involvement at Community College

Measure	factor loading
I visited faculty and sought their advice on class projects.	.690
I felt comfortable approaching faculty outside of class.	.646
I frequently studied in a group setting (study groups) with students.	.544

Factor 4: Social Involvement at UCLA

Measure	factor loading
Joined a club, organization, or student government.	.904
Attended a meeting of a club, organization, or student government group.	.895
Worked for a student organization(s) or on a special project(s).	.850
Attended a program, meeting, or event put on by a student group.	.845
Held an office in a club, organization, or student government.	.823

Factor 5: Academic Involvement (Experiences with Faculty)

Measure	factor loading
Asked your professor for comments and criticisms about your work.	.886
Asked your professor for information related to course you were taken.	.862
Discussed ideas for a term paper or other class projects with a professor.	.857
Talked informally with a professor out of class.	.797

Factor Analysis Results for Non-TAP and TAP Students at UCLA

Factor 6: Adjustment Process

Measure	factor loading
I experienced "Transfer Shock" when I started UCLA.	.808
My level of stress increased when I started UCLA.	.778
Adjusting to the academic standards or expectations has been difficult.	.743
It was difficult adjusting to the 10 week quarter system.	.656

Factor 7: Perceptions of Adjustment

Measure	factor loading
I often feel overwhelmed by the size of the student body.	.758
The large classes intimidate me.	.720
Most students are treated like "numbers in a book."	.548
It is difficult to find my way around the campus.	.400

Factor 8: Overall Satisfaction

Measure	factor loading
I would recommend to other transfer students to come to UCLA.	.868
UCLA is an intellectually stimulating and often exciting place to be.	.840
I am satisfied with my decision to transfer to UCLA.	.794
I feel the courses I have taken have been interesting and worthwhile.	.663
I feel that I belong at UCLA.	.596

Source: Laanan, 1995.

APPENDIX G

Mean Scores of Students' Responses on Factors

Mean Scores of Students' Responses on Factors, by Age Group (n=250)

		AGE GROUP OF STUDENTS			
		(24 or below)		(25-54)	
Composite Name	Range	NON-TAP (n=116)	TAP (n=38)	NON-TAP (n=85)	TAP (n=11)
Community College Factors					
Academic Preparation**	4 - 16	11.34	11.50	11.62	12.45
Transfer Process**	4 - 12	8.69	10.30	9.34	10.36
Academic Involvement**	4 - 12	7.68	8.14	8.45	8.36
UCLA Factors					
Student Involvement*	4 - 20	9.63	8.24	7.36	6.82
Overall Satisfaction**	4 - 20	16.91	17.16	17.71	17.45
Academic Involvement*	4 - 16	9.25	9.03	10.40	9.55
Adjustment Process**	4 - 16	10.71	11.05	11.33	11.55
Perceptions of Adjustment**	4 - 16	9.11	9.08	7.95	8.45

Note: The scale for the composites are as follows:

* Never - Very Often

** Disagree Strongly - Agree Strongly

Source: Laanan, 1995.